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ABSTRACT

This paper reports on a study conducted during the 1972-73 school year. The study aimed at providing facts, empirical evidence, feedback, and other forms of information to aid administrators and the professional staff in a self-assessment directed to the continued improvement of the Department's leadership potential. Although the study results exist on three levels of specificity, this report represents only the summary portion of study findings. The populations sampled consisted of public school, area school, county unit, and DPI personnel. An analysis of pretest sample returns indicate in part that, in general, teachers and school borad members were too little informed about the DPI to comment about their attitudes toward it, their perceptions of functions in which the DPI is engaged, or their desires for activities in which the DPI should engage. A positive general attitude toward the DPI was evidenced by superintendents, principals, administrators, and student service personnel in school districts, county units, and area schools, as well as by the professional staff of the DPI; and a positive correlation was found to exist between the overall attitude displayed by respondents in both their desire for and their perception of DPI involvement in activities denoted by items in the instrument. (Author/DN)

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THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION

ROLE PERCEPTION STUDY

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FOREWORD

May I sincerely extend my appreciation to the people who accepted the invitation to participate in the planning, development, conduct, and evaluation of this Role Perception Study. Without such support, we could not effectively continue to improve Department services in the provision of quality education for the people of Iowa.

The study information provided, concerning how Department activities are perceived and valued, does not end our effort to improve the leadership function of our staff. Instead, it provides the impetus necessary to recycle staff self-assessment activities and to motivate the kinds of evaluation-centered dialogues from which suggestions, recommendations, and implications for the future may be derived.

ROBERT D. BENTON
State Superintendent of Public Instruction

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THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION ROLE PERCEPTION STUDY[1]

For self-assessment directed to the continued improvement of its leadership potential, the Iowa State Department of Public Instruction (DPI) recognizes its need for facts, empirical evidence, feedback and other forms of information.

The purpose of this study is to provide for the DPI administration's consideration:

1. an attitude profile of how, in general, a variety of groups of educators feel toward the DPI as a whole;
2. an attitude profile of how, in general, a variety of groups of educators feel about specific DPI activities;
3. a desire profile of what specific activities a variety of groups of educators, on the average, want the DPI to undertake;
4. a profile of how, in general, a variety of groups of educators perceive the extent to which the DPI is currently engaged in specific activities.

To the investigators' knowledge, this is the first time such a study has been made providing the DPI administration with: empirical evidence concerning the DPI image in terms of attitudes expressed by educators, perceptions of educators of the extent to which the DPI is presently engaged in a number of activities, together with value judgments expressed by these educators for such activities.

It is anticipated that the findings reported herein may support the DPI administration's assumptions concerning the DPI's leadership strengths and weaknesses (with regard to the items covered) and may provide input for decisions by the DPI administration to continue the development of a positive leadership posture for the agency.

INSTRUMENT DEVELOPMENT

A survey instrument was developed consisting of a representative group of current and possible future functions of the DPI. A search was

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[1]The writers are indebted to Dr. David Specht and Dr. Richard Warren of Iowa State University, Ames, Iowa, for their help in sampling design, data analysis, and reaction to the manuscript.

undertaken to gather possible items from professional staff members, professional and civic groups having an interest in education, doctoral dissertations, professional literature, state legislators, and DPI budget requests.

In order to gather potential items from within the DPI, a memo was sent to professional employees informing them of the nature and purpose of the study and in an iterative process asking them to suggest useful functions of the DPI. Spaces for five items appeared on the instrument (see Appendix I for a copy of the memo and instrument) and respondents were told to feel free to suggest additional items if they desired. A follow-up memo was sent out approximately two weeks after the original memo. Instruments were keyed alpha-numerically so that the branch and division of origin could be identified. A total of 146 instruments were sent out and 71 replies were received representing each branch of the DPI. However, not all divisions and sections were represented in the returns, and the budget requests recently submitted by each branch were reviewed and the objectives and goals from the budget requests were used as a source of potential items.

In order to gather suggestions from sources outside the DPI, a list was made of professional and civic groups which had an interest in education. A letter was developed to be sent to an identified leader (chairman or president, for example) from each group. The letter (see Appendix II), with the same instrument used to gather items from DPI employees, was sent to ten organizations as a field test. As a result of the field test, a minor modification was made in the letter and letters were then sent to 96 other groups. Of the 106 groups contacted, 46 responded. A list of organizations contacted and those which responded may be found in Appendix III.

Interviews with selected state legislators and a search of relevant literature and pertinent in-house documents also produced suggested items. Appendix IV contains a listing of sources for these items.

As the search proceeded, each suggested item was recorded on a 3x5 card and keyed alpha-numerically by source. All items submitted by memo or letter were recorded except for: a) obvious duplicates of an already-recorded item; b) items so hazy that the reader could not decide what they meant; and c) items obviously too broad (i.e., "Provide regulation").

A total of 640 items were gathered. Items ranged from broad, philosophical statements about how the Department should act, or a posture the respondent thought the Department should adopt, to specific activities to be carried out by the Department. One of the most striking aspects of the items was the view of leadership implied in many of the items. Some writers suggested that DPI leadership should manifest itself in a regulatory way, while others implied that an assisting, encouraging or promoting mode was preferred. A number of items suggested that the Department should "provide" or "furnish" leadership toward a certain end in a way that made leadership sound like a material commodity that the DPI could ladle out of a bucket for various purposes. Items worded in this way were rewritten to indicate more specifically what the Department should do. For example, "Provide leadership in research on manpower needs in professional and manpower fields," was reworded to read, "Conduct research on manpower needs in professional and manpower fields."

Because 640 items are obviously too many to include in a survey instrument, it was decided to try to sort the items into some sort of classification scheme in order to provide a basis for retaining some items and combining or rejecting others.

Comprehensive classification of state education agency functions and activities as published in the literature were used in an attempt to select items for inclusion in a survey instrument which would be capable of eliciting as comprehensive a profile of responses for DPI activities as possible. No one classification system proved ideal. The investigators used a number of classification sources to select the items which formed the trial instrument. The problems encountered by the investigators in attempting to classify the pool of items collected are described in Appendix V.

Several people were asked to respond to each item in the trial instrument by agreeing or disagreeing with the statement, "This is an important thing for the DPI to do," and with the statement, "The DPI is now doing an excellent job of this."

An attempt was made to measure attitude toward the DPI by using a short form of the Thurstone-type scale, "Attitude Toward Any Institution" (Shaw and Wright, 1967). Items were arranged in a random order and several people with varying degrees of knowledge about the DPI were asked to respond by checking those items with which they agreed. Strong evidence was found to indicate that attitude toward the DPI as measured by these items was not unidimensional. Because of the problems involved, the decision was made not to use the Thurstone scale.

Responses to the original set of items allowed several important changes in the instrument. Items felt to be trivial or too vague were eliminated. Several items were worded in such a way that virtually everyone would think they were important. For example, most people would believe that it is important for the DPI to "Respond without delay to requests for assistance received from local school districts." Several of

these items and some items from "Attitude Toward Any Institution" were made into complete sentences appropriate for an agree-disagree format (i.e., The information provided by the DPI is current, comprehensive, and valid). Half the items were worded so that an agree response showed a positive attitude toward the DPI (as in the above item); half were worded so that a disagree response showed a positive attitude toward the DPI (i.e., The DPI gives too little service to local schools).

The decision was made to use the certainty scale response format. In a certainty scale, the respondent circles "A" (agree) or "D" (disagree) and a number from one to five to indicate how strongly he agrees or disagrees. A person who neither agrees nor disagrees with an item may circle both "A" and "D" but no number. The certainty method does not assume equal intervals between responses. Response values are transformed with extreme values assigned higher scores than an equal interval scale would allow. In effect, values in the mid-range are pushed together and extreme values are spread out. Thus agree 5 is weighted 16, and agree 1 is weighted 9, while disagree 5 is weighted 0 and disagree 1 is weighted 7. Neither agree nor disagree is weighted 8. Empirical evidence (Warren, et al, 1969) indicates that reliabilities with certainty method scales are higher than for the same items scored on a three-point or eleven-point equal interval scale.

The pretest instrument consisted of 42 attitude items and 52 activity items. The attitude items were written in complete sentences with an eleven-point certainty scale as the response format. The activity items were worded as phrases beginning with a verb (i.e., Develop teacher cadres for in-service on a geographical basis). Respondents reacted to each item twice, on an eleven-point certainty scale for "It is important for the DPI to perform this activity," and on an eleven-point certainty scale for "The DPI is now actively involved in this area."

The instrument was sent with a cover letter (Appendix VI) and a self-addressed, stamped envelope to 262 Iowa educators. Subjects included in the sample were drawn with the use of a table of random numbers from their appropriate population. A complete breakdown of the pretest sample may be found in Appendix VII. Included in the pretest sample were public school administrators, elementary and secondary teachers, service personnel and school board members from large and small school districts; administrators, instructors and board members from area schools; nonpublic school administrators; administrators and board members from intermediate units; and teacher education personnel.

Analysis of returns from the pretest sample indicated the reliability of the attitude scale (first 42 items) to be .94 (based on average inter-item correlations), with all items correlated positively with total score. Therefore, no changes in these items were made.

Further analysis of the returns from the pretest sample led to the adoption of a minor revision in the cover letter which was sent with the survey instrument and minor changes in the format of the instrument, i.e.: adding to the instructions, reordering the placement of three items, and numbering the items in the second part of the instrument. These changes are shown in Appendix VIII. The pretest sample returns, as shown in Table 1, led to a number of conclusions which affected the final sample design.

The low percentage of returns from teachers and board members, together with comments made by many of those who did respond, led the investigators to conclude that anticipated returns from these groups in the final survey would be insufficient to form the basis of statistically valid conclusions. The low rate of return, together with the nature of

Table 1. Pretest sample returns

Category	Number Sent	% Completed Returns for Part I	Part II
Public School			
Administrators	18	83	81
Elementary Teachers	48	28	25
Secondary Teachers	96	30	29
Service Personnel	18	56	56
Board Members	12	17	17
Area School			
Administrators	5	40	40
Instructors	15	40	40
Board Members	5	0	0
Non Public			
Administrators	15	40	37
Intermediate			
Administrators	10	60	45
Board Members	5	40	40
Teacher Education	15	33	43
Total	262	38.8	37.6

the comments, did afford the investigators with some important insights, namely, that teachers and board members do not know enough about the DPI to feel that they could comment about their attitudes toward it, perceptions of functions in which the DPI is engaged, or desires for activities in which the DPI should engage.

Based upon the rate of returns in the pretest sample, the decision was made to limit the survey to public school superintendents, principals, and service personnel; area school administrators; intermediate (county) unit administrators and service personnel; and DPI administrative and consultative staff as shown in Table 2. Table 3 indicates the number of instruments sent to the aforesaid categories and the rate of return. In addition to the statewide random samples drawn from these categories, random samples of public school superintendents, principals, and service personnel were drawn from two strata of school districts, those with enrollments of up to 1,999 and those with enrollments of 2,000 or more, as indicated in Tables 2 and 4.

The total number of survey instruments sent was 996 with returns of 681 for an overall return rate of 68 percent. The final return rates by categories sampled are shown in Tables 3 and 4 and were deemed sufficient for meaningful statistical treatment.

FORMAT OF REPORT

The DPI role perception study utilized a two-part survey instrument. The first part, consisting of 42 items, was designed to measure attitudes toward the DPI in general and toward various aspects of its functioning.

The second part of the survey instrument consists of 52 items selected from a pool of items by a process described in the preceding portion of this report and in Appendix V. Each item refers to an

Table 2. Number of educators in each sample component

Sample I: Statewide by District Size		
Size Class I		18
Size Class II		20
Size Class III		25
Size Class IV		30
Size Class V		34
Size Class VI		120
Size Class VII		120
	Total	367
Sample II: Statewide by Position and Large-Small District Size		
Superintendents (Size Classes VI & VII)		20
Superintendents (Size Classes I - V)		50
Senior High Principals (Large)		10
Senior High Principals (Small)		20
Junior High Principals (Large)		20
Junior High Principals (Small)		20
Elementary Principals (Large)		20
Elementary Principals (Small)		20
Service Personnel (Large)		30
Service Personnel (Small)		50
County Units - Administrators & Student Service Personnel		175
Area School Administrators		40
	Total	475
DPI Administrators		42
DPI Consultants		112
	Total	154
	GRAND TOTAL	996

Table 3. Sample components surveyed and rate of return

	Number Sent	Number Returned	Return Rate
Non DPI	842	563	67%
Public School	627	445	71%
Superintendents	130	115	88%
Principals	296	215	72%
Service Personnel	201	115	57%
Area School	40	31	78%
County Unit	175	87	50%
DPI Personnel	154	118	77%
Administrators	42	35	83%
Consultants	112	80	71%
(Unidentified)	0	3	--
GRAND TOTAL	996	681	68%

Table 4. Stratified random sample of school district personnel by size of school district

	Rate of Return*		
	Large Districts (Enrollment of 2,000 or more)	Small Districts (Enrollment of less than 2,000)	Total
Superintendents	46/50 = .92	69/80 = .86	115/130 = .88
Principals	121/170 = .71	94/126 = .75	215/296 = .72
High School	33/40 = .82	42/49 = .86	75/89 = .84
Junior High	34/50 = .68	21/33 = .64	55/83 = .66
Elementary	54/80 = .67	31/44 = .70	85/124 = .68
Service Personnel	65/120 = .54	50/81 = .62	115/201 = .57
Total	232/340 = .68	213/287 = .74	445/627 = .71

*Number returned/number sent = proportion of return

activity in which the DPI is engaged or in which it could be engaged. Each item contains two certainty method scales (see Appendix VIII) by which responses are recorded. The left hand scale records a respondent's opinion of the importance for the DPI to perform the activity noted in the item. The right hand scale records a respondent's perception of current DPI involvement in the activity.

The analysis of Part II includes how, on the average, the various groups sampled differ both in their opinion of how important it is for the DPI to engage in the activities represented by the items, as well as how, on the average, they perceive whether or not the DPI is actually engaged in such activities.

Perceptions of DPI Staff and Public School Respondents

Because the largest number of returns were from the DPI and public school sample components, and because for the most part the activities of the DPI relate to public schools, this section of the text will focus upon DPI and public school data. Data from area school and intermediate unit sample components will be discussed later in the report (see page 58).

The text of this report contains only a summary of the import to be derived from each of the analyses noted and, in addition, specific descriptions of noteworthy exceptions which may have significance in reporting areas that may be of concern in either continuing DPI activities which reinforce the agency's leadership role, or studying situations in which attitudes are reported that might tend to diminish the agency's leadership ability. The specific statistical treatments for all items are available in computer printout format displayed in tabular form allowing easy appraisal of group response comparisons for each item in the survey instrument.

Part I: Attitude

The 42 items in the first part of the DPI role perception survey instrument are designed to measure the degree of positive or negative attitude expressed toward the DPI by a number of its educator clientele groups within the state. The responses of random samples of these groups are studied using the statistical technique of analysis of variance. The first of two analyses made by this technique consists of testing for differences in average responses for a) each item and b) total items among: administrators in public school (K-12) systems, administrators and service personnel in public county school systems, administrators in public area school systems, and the administrative and consultative staff of the Department of Public Instruction. The second of two analyses made by the analysis of variance technique consists of testing for differences in average responses for a) each item and b) total items among: administrators in public school (K-12) systems of under 2,000 enrollment, administrators in public school (K-12) systems of 2,000 and more enrollment, and the administrative and consultative staff of the Department of Public Instruction. Thus, the analysis of variance technique utilized allows inferences to be made about differences between group averages by item and by total responses. An examination of means and standard deviations shown in the computer printout tables will allow conclusions to be drawn for the manner in which groups responded using the certainty response format. For example, an examination of the standard deviation of a group average response, if the response should be in mid-scale, would indicate if the average response was indeed a neutral attitude response (neither agree nor disagree with the item) or a computational phenomenon of a polar bimodal response. An example of the polar bimodal response computational phenomenon would be if the respondents were actually extremely

divided in the way in which they responded (agree vs. disagree) and the weighted response strength totals of those who responded agree approximated the weighted response strength totals of those who responded disagree. This would result in a mean falling in mid-scale and in such an instance it would be misleading to report that the group of respondents, on the average, neither agree nor disagree with the item. An examination of the standard deviation, therefore, would provide the evidence required to help distinguish the mid-scale mean representing a neutral average response from one representing a polar bimodal response. In the first instance, the standard deviation would be small, indicating the dispersion of responses clustered around the mean, and in the latter case the standard deviation would be large, indicating a wide dispersion of responses around the mean.

Findings

Means and standard deviations for items in the attitude scale were compared for DPI and public school respondents (see Table 5). It should be noted here that the computer program was written to flip responses to items in which a negative response elicited a positive attitude. Thus, all means appearing in Table 5 are adjusted so that for all items higher mean values indicate more favorable responses regardless of the way in which the wording of the item appears. To illustrate, the reader is referred to item 21 in the table. Here, a negative response elicits a positive attitude. The mean responses of both DPI and public school respondents were negative (less than 8); the mean of DPI respondents was more negative than that of public school respondents by a magnitude of about one scalar point. The computer program processed the data to show both means in terms of the positive direction of the response elicited, while maintaining the difference between the mean weights. Thus, the values shown in the table for DPI and public school respondents are 12.542 and 11.578, respectively.

Table 5. DPI and public school respondent means and standard deviations for items 1 through 42 (ATTITUDE SCALE)

Item	Means		Standard Deviation	
	DPI	Schools	DPI	Schools
1. The DPI is a poor source of information about programs and innovations in local schools.	10.543	9.953	3.226	3.775
2. The information provided to educators by the DPI is current, comprehensive, and valid.	10.336	10.739	2.499	2.869
3. The DPI tends to favor certain schools, giving them more help and special consideration.	9.356	10.052	4.623	4.123
4. The DPI does a poor job of informing the lay public of educational issues.	6.254	8.223	4.000	3.942
5. The DPI provides effective coordination among various educational institutions.	7.709	8.982	3.283	3.269
6. The DPI does a good job of recruiting new staff.	7.761	8.535	4.057	3.570
7. DPI staff speak out about controversial issues regardless of future consequences.	4.220	7.102	3.499	3.611
8. Generally speaking, the DPI does more good than harm.	12.256	11.901	4.155	4.070
9. DPI personnel making recommendations to local districts have poor understanding of conditions in those districts.	10.593	8.577	3.084	3.852
10. The DPI is too liberal in its politics.	10.822	10.677	4.040	3.550

Table 5 (cont.)

Item	Means		Standard Deviation	
	DPI	Schools	DPI	Schools
11. It often seems that people in one section of the DPI don't know what other sections are doing.	2.678	6.719	3.292	3.342
12. The DPI helps local schools take a careful, critical look at their programs.	10.000	9.435	3.035	3.664
13. The DPI gives valuable help in solving local problems.	9.508	8.537	2.873	3.638
14. The DPI has had little effect on the improvement of instruction.	9.822	9.842	3.622	3.583
15. The DPI does an effective job of encouraging local districts to exceed minimum standards.	8.297	9.124	3.615	3.698
16. Trying to get help from the DPI is often more trouble than it's worth.	10.350	10.020	3.916	3.786
17. Most DPI programs reflect areas of genuine concern to educators.	10.551	10.892	2.890	2.839
18. The DPI usually provides schools with alternative courses of action to achieve required goals.	9.593	9.619	3.053	2.796
19. The DPI does an ineffective job of responding to requests of educators.	10.508	9.351	3.702	3.803
20. The DPI gives too little service to local schools.	9.153	8.781	4.460	3.761
21. Most of the activities of the DPI could be eliminated at no loss to education.	12.542	11.578	3.798	3.632

Table 5 (cont.)

Item	Means		Standard Deviation	
	DPI	Schools	DPI	Schools
22. The DPI does an effective job of promoting state legislation beneficial to education.	7.949	8.860	4.116	3.938
23. The DPI staff spends too little of its time working with people in local schools.	6.788	6.845	3.942	3.723
24. The DPI operates on the basis of a clearly defined set of priorities.	5.542	8.180	4.290	2.679
25. One always knows what information and reports the DPI requires and when they are due.	6.342	9.424	4.251	4.107
26. The DPI is doing a poor job of making sure that minimum standards are being met in all schools.	8.479	9.879	4.182	3.636
27. DPI employees are well qualified for their particular jobs.	10.602	9.292	3.311	3.060
28. The activities of the DPI reflect careful attention to systematic planning.	6.593	9.016	3.788	2.727
29. Guidelines set forth by the DPI are unnecessarily rigid.	10.966	10.109	3.189	3.072
30. Many DPI policies reflect outdated thinking.	8.415	8.851	4.201	3.277
31. The DPI responds quickly to requests for assistance.	10.246	10.232	2.825	3.299
32. The DPI makes wise use of talent from local district personnel.	9.000	8.087	2.861	3.268

Table 5 (cont.)

Item	Means		Standard Deviation	
	DPI	Schools	DPI	Schools
33. The DPI is more concerned with regulating schools than with providing leadership.	8.331	8.481	4.478	3.716
34. Group presentations made by DPI staff members generally provide useful information.	10.051	10.380	2.981	2.960
35. There is too much duplication in the information requested by various DPI departments.	6.718	7.259	3.319	3.761
36. Many of the DPI publications could be eliminated.	7.684	8.874	4.217	3.809
37. The DPI is too conservative to keep up with changes in education.	8.907	9.537	3.787	3.222
38. In seeking solutions to educational problems, most educators naturally turn to the DPI.	7.154	7.466	3.276	4.157
39. There is very little follow up by the DPI of recommendations they make to local schools.	7.076	7.850	3.617	3.092
40. The DPI does very little to help the classroom teacher.	7.788	7.000	4.171	3.797
41. DPI staff are poorly informed about current issues and developments in education.	9.949	10.612	3.464	2.841
42. Most school people are aware of the kinds of services offered by the DPI.	5.975	6.612	3.934	4.161
PART I OVERALL	8.628	9.075	1.755	1.967
ANOVA Computed F	2.2519 N.S.			

While no statistically significant difference was found between the overall mean attitude response from DPI and public school respondents, analysis of response patterns between both groups showed significant variations. Response averages were more positive for DPI staff than for public school respondents on 14 of the 42 items. Thus, the public school respondents responded more positively on significantly more items ($p \leq .05$) according to the sign test. When standard deviations for the 42 items were compared for DPI and public school respondents, DPI respondents showed more deviation for 28 of the 42 items; according to the criterion of the sign test, there is significantly more variation on the 42 items among DPI staff than among public school respondents. These analyses indicate that DPI respondents, in general, tend to have less positive average responses to statements regarding the general functioning of the Department and to disagree more with each other on these responses than do public school respondents.

For seven of the 42 items there was more than a two point difference in average responses of DPI staff and public school respondents. Public school respondents were more likely to think that the DPI does a good job of informing the lay public about educational issues, that DPI staff speak out about controversial issues regardless of the consequences, that people within the Department are aware of operations in other divisions, and that the DPI operates on the basis of a clearly defined set of priorities. Public school respondents were also more likely to say that the activities of the DPI reflect careful attention to systematic planning and that one always knows what information DPI reports require and when they are due. On the other hand, DPI staff were more likely to say that DPI personnel making recommendations to local districts have a good understanding of conditions in those districts.

DPI staff were most critical of the agency's operation on items relating to speaking out about controversial issues, internal communication, a

perceived lack of clearly defined priorities in DPI operations, and the lack of awareness among school people of services offered by the DPI. Public school respondents expressed the most negative attitudes toward DPI operations in the areas of internal DPI communications, the inadequate amount of time DPI staff spend working with people in local schools, and the lack of awareness on the part of school people about services offered by the DPI.

The items on which DPI staff responses were most positive reflected a belief that the DPI does more good than harm and that eliminating most of the DPI activities would be of some harm to education. Public school respondents also responded quite positively to these items and indicated that, in general, DPI staff are informed about current issues in education and provide current comprehensive and valid information.

Item standard deviations were examined to determine the items for which there was the largest amount of variation in responses. The greatest amount of disagreement among DPI staff appeared on items relating to whether the agency favors some schools over others, whether the DPI gives too little service to local schools, and whether the DPI is "more concerned with regulating local schools than with providing leadership."

For public school respondents, the largest standard deviations were for items concerning the amount of DPI favoritism shown to certain schools, whether educators naturally turn to the DPI in seeking solutions to their problems and whether most school people are aware of the services offered by the DPI.

For items having means between 7.00-9.00 (mid-scale responses) for both DPI staff and public school personnel, the variation in responses was typically greater for DPI staff. Items with means falling in this

range have an "average" score that indicates neither agreement nor disagreement. In these cases, a small standard deviation would indicate that respondents were generally uncertain about the item. The larger standard deviation among DPI staff, on the other hand, indicates that although the average response is uncertain, fairly substantial numbers of people agreed with the item while others disagreed.

A principal components factor analysis with a varimax rotation revealed one major factor in Part I of the survey instrument. For this reason the investigators did not further break down Part I into subscales, but instead decided to use the overall average response as a general measure of attitude toward present functioning of the DPI.

An analysis of the overall average responses to Part I by small and large school districts (as previously defined) and DPI staff (see Table 6) shows the average responses of these three groups to fall on the positive side of the mid-scale point ($\bar{x}$ = 8.92, 9.22, and 8.63, respectively), while the standard deviations are such to indicate that most responses in each group of respondents cluster around the ambivalent mid-scale area (s = 2.03, 1.90, and 1.76, respectively). An F test computed by analysis of variance indicates the existence of a significant difference between at least two of the group total averages. Although the difference is statistically significant ($p < .05$) and cannot reasonably be attributed to chance, the difference is slight, being of only slightly more than half a scaler point in magnitude. The investigators concluded that there was an absence of any pervasive negative attitude for the activities of the DPI. It was of interest to note that, although on the one hand, one might be concerned about the absence of a generalized highly positive attitude toward DPI activities (as might be expected

from DPI staff), on the other hand, one might view the absence of a generalized highly negative attitude toward DPI activities (as is sometimes attributed to small school districts) as a condition not inconducive to the development and expansion of the DPI leadership role.

Table 6. Average attitude responses of small school, large school, and DPI staff respondents

Item	Large Schools	Small Schools	DPI
1. The DPI is a poor source of information about programs and innovations in local schools.	10.27	9.61	10.54
2. The information provided to educators by the DPI is current, comprehensive, and valid.	10.78	10.70	10.34
3. The DPI tends to favor certain schools, giving them more help and special consideration.	10.56	9.50	9.36
4. The DPI does a poor job of informing the lay public of educational issues.	8.63	7.77	6.25
5. The DPI provides effective coordination among various educational institutions.	9.11	8.84	7.71
6. The DPI does a good job of recruiting new staff.	8.78	8.26	7.76
7. DPI staff speak out about controversial issues regardless of future consequences.	7.42	6.76	4.22
8. Generally speaking, the DPI does more good than harm.	12.01	11.78	12.26
9. DPI personnel making recommendations to local districts have poor understanding of conditions in those districts.	8.97	8.16	10.59

Table 6 (cont.)

Item	Large Schools	Small Schools	DPI
10. The DPI is too liberal in its politics.	11.20	10.10	10.82
11. It often seems that people in one section of the DPI don't know what other sections are doing.	6.89	6.54	2.68
12. The DPI helps local schools take a careful, critical look at their programs.	9.51	9.36	10.00
13. The DPI gives valuable help in solving local problems.	8.67	8.39	9.51
14. The DPI has had little effect on the improvement of instruction.	9.73	9.96	9.82
15. The DPI does an effective job of encouraging local districts to exceed minimum standards.	9.31	8.93	8.30
16. Trying to get help from the DPI is often more trouble than it's worth.	10.21	9.82	10.35
17. Most DPI programs reflect areas of genuine concern to educators.	11.09	10.68	10.55
18. The DPI usually provides schools with alternative courses of action to achieve required goals.	9.56	9.68	9.59
19. The DPI does an ineffective job of responding to requests of educators.	9.33	9.37	10.51
20. The DPI gives too little service to local schools.	8.71	8.85	8.15
21. Most of the activities of the DPI could be eliminated at no loss to education.	11.87	11.26	12.54

Table 6 (cont.)

Item	Large Schools	Small Schools	DPI
22. The DPI does an effective job of promoting state legislation beneficial to education.	9.37	8.32	7.95
23. The DPI staff spends too little of its time working with people in local schools.	7.02	6.65	6.79
24. The DPI operates on the basis of a clearly defined set of priorities.	8.22	8.14	5.54
25. One always knows what information and reports the DPI requires and when they are due.	9.21	9.65	6.34
26. The DPI is doing a poor job of making sure that minimum standards are being met in all schools.	10.25	9.48	8.48
27. DPI employees are well qualified for their particular jobs.	9.30	9.29	10.60
28. The activities of the DPI reflect careful attention to systematic planning.	9.19	8.83	6.59
29. Guidelines set forth by the DPI are unnecessarily rigid.	9.80	10.44	10.97
30. Many DPI policies reflect outdated thinking.	8.97	8.72	8.42
31. The DPI responds quickly to requests for assistance.	10.13	10.34	10.25
32. The DPI makes wise use of talent from local district personnel.	8.33	7.82	9.00

Table 6 (cont.)

Item	Large Schools	Small Schools	DPI
33. The DPI is more concerned with regulating schools than with providing leadership.	8.92	8.01	8.33
34. Group presentations made by DPI staff members generally provide useful information.	10.41	10.35	10.05
35. There is too much duplication in the information requested by various DPI departments.	7.49	7.01	6.72
36. Many of the DPI publications could be eliminated.	9.22	8.50	7.68
37. The DPI is too conservative to keep up with changes in education.	9.62	9.45	8.91
38. In seeking solutions to educational problems, most educators naturally turn to the DPI.	7.17	7.79	7.15
39. There is very little follow up by the DPI of recommendations they make to local schools.	7.92	7.77	7.08
40. The DPI does very little to help the classroom teacher.	7.07	6.93	7.79
41. DPI staff are poorly informed about current issues and developments in education.	10.66	10.56	9.95
42. Most school people are aware of the kinds of services offered by the DPI.	6.46	6.78	5.98
PART I OVERALL Means	9.22	8.92	8.63
Standard Deviations	1.896	2.034	1.755
ANOVA Computed F	3.8459*		

* $p < .05$

Part II: Desires for and Perceptions of DPI Activities

Although it will not be discussed in detail, it may be of interest to note that a principal components analysis with a varimax rotation was performed for both the left hand scale and right hand scale for items in Part II of the instrument. No clustering of items appeared in any pattern similar to what one would be led to believe from patterns described in the literature concerning the functions of the state education agency.

DPI staff perceptions of DPI activities. The investigators examined the way in which the DPI consultant and administrative staff members, on the average, responded to the right hand scale of Part II (perception of activities in which the DPI is now engaged). Non-divergent agreement or disagreement between these two levels of DPI staff classifications provided a criterion base from which to evaluate the reliability of the perceptions provided by out-of-house groups for activities in which the DPI is now engaged. Also, the presence of divergence in the way in which the two levels of DPI staff classifications perceived activities in which the DPI is now engaged might signal the need for DPI internal management activities directed to identifying the cause(s) and, if deemed necessary, design required remedies, one such possibility being, for example, specific improved in-house channels of communication. Divergence of staff responses could exist in two ways. First, the staff as a whole might be divided as to whether or not the DPI is presently engaged in an activity. Second, there might be a significant difference noted by job classification level (consultants vs. administrators) for the manner in which DPI involvement in an activity is perceived.

For descriptive purposes, the percent of agree, disagree, and ambivalent total staff response for each item was computed and the Chi square

technique was used to test the hypothesis: The responses (agree, disagree, and ambivalent) are independent of job level (consultant, administrator). Rejecting this hypothesis (at the pre-selected error probability level of $\leq .05$) was interpreted to indicate that the differences noted in the responses were very likely dependent upon different perceptions by job classification. However, a failure to reject the hypothesis would indicate a reluctance on the part of the investigators to assign any response differences noted between job classification levels to factors other than experimental error.

Table 7 indicates the DPI staff as a whole, on the average, agree that the DPI is engaged in: providing direct reference services to local school personnel; utilizing a data base of information concerning educational programs, staff, facilities, finance, and pupils in grades K-14; cooperating with education groups to increase appropriations for education; recommending alternative state finance models for consideration by the legislature; providing assistance to local schools in conducting needs assessments, and assisting area schools in establishing programs to meet manpower needs of the local community (items 50, 64, 65, 67, 84, and 91). In addition, while 70 percent of the overall DPI staff sample agreed that the DPI does plan offerings in area schools to minimize duplication and over-expansion of certain programs (item 43), 85 percent of administrators agreed while 61 percent of consultants agreed. The resulting raw Chi square of 6.67 (2 d.f.) significantly rejected ($p < .036$) the hypothesis that the responses were independent of job classification level.

Table 8 indicates the DPI staff as a whole, on the average, agree that the DPI is not engaged in: the temporary operation of local school districts having problems that are not being resolved locally; exchanging on a short-term basis DPI personnel with personnel from local school

Table 7. Items on which the DPI staff agree* present DPI involvement

Item	(%) Response			Raw Chi Square (2 d.f.)	Significance
	Agree	Neither Agree Nor Disagree	Disagree		
50. Provide direct reference services to local school personnel.	65.8	14.9	19.3	1.3479	.5097 (N.S.)
64. Define, plan, and implement a data base of information concerning educational programs, staff, facilities, finance, and pupils in grades K-14.	67.8	12.2	20.0	.3245	.8502 (N.S.)
65. Cooperate with education groups to increase the appropriations for education.	73.0	11.3	15.7	3.8386	.1467 (N.S.)
67. The DPI should recommend alternative state finance models for consideration by the legislature.	70.4	15.7	13.9	5.1451	.0763 (N.S.)
84. Provide assistance to local schools in conducting needs assessments.	69.6	8.7	21.7	.8871	.6417 (N.S.)
91. Assist area schools in establishing programs to meet the manpower needs of the local community.	73.9	10.4	15.7	4.2900	.1171 (N.S.)

*At least 65 percent of the staff respond Agree, and Chi square statistic fails to reject (not significant) the hypothesis of independence between responses and level of job classification.

Table 8. Items on which the DPI staff disagree* present DPI involvement

Item	(%) Response			Raw Chi Square (2 d.f.)	Significance
	Agree	Neither Agree Nor Disagree	Disagree		
47. Operate temporarily local school districts having problems that are not being resolved locally.	4.3	12.2	83.5	.3102	.8563 (N.S.)
48. Exchange DPI personnel with personnel from local school districts on a short-term basis.	3.5	9.6	86.8	.8255	.6618 (N.S.)
70. Turn the role of school approval over to a private accrediting agency.	5.3	11.4	83.3	1.0770	.5836 (N.S.)
71. Implement a state-controlled curriculum for the public schools.	9.6	9.6	80.9	.9780	.6132 (N.S.)
74. Establish a uniform dress code for the schools of Iowa.	2.6	7.9	89.5	1.7639	.4140 (N.S.)
76. Develop a contractual plan whereby the DPI and each local district agree on district-wide accomplishments to be audited annually.	5.3	26.3	68.4	4.8714	.0875 (N.S.)

*At least 65 percent of the staff respond Disagree, and Chi square statistic fails to reject (not significant) the hypothesis of independence between responses and level of job classification.

districts; turning the role of school approval over to a private accrediting agency; implementing a state-controlled curriculum for the public schools; establishing a uniform dress code for the schools of Iowa; and developing a mutually agreed upon contractual plan for annually auditing each local district on its accomplishments (items 47, 48, 70, 71, 74, and 76). In addition, while 62 percent of the overall DPI staff sample agreed that the DPI does not define acceptable practices on the part of school boards with respect to hiring and firing (item 72), 80 percent of DPI administrators agreed while 54 percent of DPI consultants agreed. The resulting Chi square of 9.49 (2 d.f.) significantly rejected ($p < .0088$) the hypothesis that the responses were independent of job classification level. Item 43, as heretofore mentioned, and item 72 were the only two items discussed in this section in which responses were found to be not independent of job classification level. However, in each of these instances the directions of the responses given were the same for DPI administrators and consultants.

The investigators note with interest that the average level of agreement expressed by DPI staff for the things the Department is doing, as shown in Table 7 (70 percent), is lower than the average level of agreement expressed by the DPI staff for things the Department is not doing, as shown in Table 8 (82 percent). While aware that the difference in clarity between the two pools of items may account for the variance in degree of agreement, the investigators regard the difference as a logical response pattern since activities which are indeed ongoing may be perceived, as to the extent to which they are being carried out, in varying degrees, while perceptions of non-activity are likely to be noted categorically. Stated simply, <u>something</u> may exist to varying degrees and

may be so perceived, but nothing exists as one category, the absence of something. Therefore, it is reasonable to conclude, on the average, the perception of nothing is noted with a greater polarity of certainty than is the perception of something.

Table 9 indicates those items on which the DPI staff as a whole were divided concerning present DPI involvement. DPI internal management may wish to study the nature of these items and possible reasons for the displayed lack of staff concensus concerning whether or not the DPI was engaged in such activities. The items in Table 9 deal with DPI activities in: providing training in comprehensive planning, evaluation techniques and research methods for local school personnel; conducting meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation; reporting relevant research in terms understandable to those working in local schools; coordinating teacher education programs to eliminate unnecessary duplications; supervising the instruction given at nonpublic schools, K-junior college; involving educators, citizens, and students in the formulation of goals for education in Iowa; determining annually the areas of critical manpower shortages; highlighting weaknesses in local school districts as a requisite to improving education in Iowa; developing teacher cadres for in-service on a geographic basis; and conducting research to generate knowledge for the development of innovative educational procedures (items 55, 56, 59, 73, 75, 82, 83, 88, 92, and 94).

Out-of-house perceptions of DPI activities. Using the responses of DPI staff to verify activities in which the DPI was or was not engaged (Tables 7 and 8), a reliability coefficient (r_{kk}) was computed for the overall sample responses to these items.

Table 9. Items on which the DPI staff are divided* concerning present DPI involvement

Item	(%) Response			Raw Chi Square (2 d.f.)	Significance
	Agree	Neither Agree Nor Disagree	Disagree		
55. Provide training for local school personnel in the use of comprehensive planning, evaluation techniques, and research methods.	41.7	15.7	42.6	1.6482	.4386 (N.S.)
56. Conduct meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation.	48.7	13.0	38.3	2.4346	.2960 (N.S.)
59. Report relevant research in terms understandable to those working in local schools.	47.8	8.7	43.5	.5779	.7490 (N.S.)
73. Coordinate teacher education programs to eliminate unnecessary duplications.	45.2	14.8	40.0	.0111	.9944 (N.S.)
75. Supervise the instruction given at non-public schools, K-junior college.	41.7	13.0	45.2	.9116	.6339 (N.S.)
82. Involve educators, citizens, and students in the formulation of goals for education in Iowa.	42.6	12.2	45.2	.6622	.7181 (N.S.)
83. Determine annually the areas of critical manpower shortages.	48.7	15.7	35.7	1.5624	.4579 (N.S.)
88. Highlight weaknesses in local school districts as a requisite to improving education in Iowa.	43.4	17.7	38.9	.5367	.7646 (N.S.)
92. Develop teacher cadres for in-service on a geographical basis.	38.1	22.1	39.8	1.7322	.4206 (N.S.)
94. Conduct research to generate knowledge for the development of innovative educational procedures.	48.7	12.2	39.1	.2858	.8668 (N.S.)

*50 percent or less of the staff respond Agree and 50 percent or less of the staff respond Disagree, and Chi square statistic fails to reject (not significant) the hypothesis of independence between responses and level of job classification.

A reliability coefficient of .63 was computed for items 50, 64, 65, 67, 84, and 91 (Table 7) to which DPI staff responses indicated DPI was now engaged. This indicates that, on the average, out-of-house respondents who could recognize an activity in which the DPI was now engaged were likely to recognize other activities in which the DPI was also actively engaged.

A reliability coefficient of .76 was computed for items 47, 48, 70, 71, 74, and 76 (Table 8) to which DPI staff responses indicated DPI was not now engaged. This indicates that, on the average, out-of-house respondents who could recognize an activity in which the DPI was not now engaged were likely to recognize other activities in which the DPI also was not actively engaged.

The reliability coefficients reported indicate agreement between the sample components surveyed for those items in which the DPI is perceived to be and not to be engaged. However, one may note from a visual inspection of the correlation matrix (Table 10) that very little correlation exists between the ability, on the average, to recognize activities in which the DPI was not engaged if the respondents were aware of the activities in which the DPI was engaged, and vice versa.

Correlation between attitudes of out-of-house respondents with their perceptions of and desires for DPI activities. Analysis using both parts of the instrument allows for correlation between a particular group's attitude toward the Department and the way it may perceive the importance of certain activities, as well as correlation between a group's attitude toward the DPI and the way in which it may perceive the extent to which the Department is engaged in specific activities.

Table 10. Correlation matrix ($\overline{r}_{ij}$) for total sample responses to items in Tables 7 and 8

	47	48	50	64	65	67	70	71	74	76	84	91
47	--	.49	.08	.06	-.06	.00	.31	.23	.35	.39	.02	.04
48		--	.10	.05	.01	-.05	.26	.22	.32	.34	.14	.07
50			--	.17	.16	.15	.08	.02	.06	.10	.24	.13
64				--	.27	.19	.01	.02	-.02	.11	.19	.19
65					--	.44	-.13	.03	-.12	-.02	.26	.15
67						--	-.12	.02	-.02	.03	.19	.27
70							--	.32	.36	.31	-.05	-.05
71								--	.33	.36	.11	.05
74									--	.34	.02	.02
76										--	.19	.07
84											--	.30
91												

For all non-DPI subjects, responses to the suggested activities of the DPI were correlated with scores on the attitude scale. Two sets of correlation coefficients were calculated: 1) correlation of perceived DPI involvement in each activity with score on the attitude scale, and 2) correlation of desired DPI involvement with the attitude scale.

For the first set of calculations, 27 of the 52 correlation coefficients, or slightly more than half, were significant at the .05 level or beyond. All but one of these significant correlations were positive, indicating that for these items there is some trend for people who have positive attitudes toward the DPI to perceive more DPI involvement in these activities than did persons with less positive attitudes.

For the second set of correlations, 45 were significant at the .05 level or beyond, indicating that, in general, the more positive a person's attitude toward the DPI, the more likely he is to want the DPI to be involved in the suggested activities. The average correlation between attitude and desires over all 52 items was $r = .201$, significant at $p < .001$. Again, all but one of the significant correlations were positive. In both sets, the significant negative correlation was for the item "Turn the role of school approval over to a private accrediting agency." People who are currently more satisfied with DPI operations were less likely to want the DPI to turn this operation over to someone else or to think that the DPI is now doing so.

For all but two items for which there were correlations between perceived functioning and attitude, there were also significant correlations between desired functioning and attitude, and, in 23 of the 25 cases, the second correlation was more positive than the first. One may interpret this to mean that for these items persons who tend to have more positive attitudes toward the DPI are more likely to perceive DPI involvement in these areas and are even more likely to desire DPI involvement in these activities.

A complete list of the items for which the above relationship exists may be found by examining the starred items in Table 11. People with more positive attitudes toward the DPI were more likely to <u>desire</u> DPI involvement in the following types of activities: conducting, encouraging and reporting research; interpreting legislation; implementing a statewide data base; providing assistance to local superintendents in areas of difficulty; conducting manpower studies; aiding in needs assessments; and working on plans for an intermediate unit. In addition

to the above activities, people with more positive attitudes toward the DPI were more likely to say that the DPI was now engaged in the following types of activities: planning area school offerings; coordinating teacher preparation programs; assigning personnel to work directly with local schools; publishing position papers; working for increased financing and recommending alternate school finance models; working toward evaluation of output; and highlighting weaknesses in local schools.

It is reasonable to conclude from the data that people with more positive attitudes toward the DPI not only see the DPI as actively functioning in more areas than do people with less positive attitudes, but that they are also more willing to trust and desire DPI involvement in potentially more controversial areas of financing and regulation. Based upon this research evidence, expenditure of resources upon DPI public relations activities directed to fostering a positive clientele attitude, if successful, would support the DPI's leadership potential in a wide variety of educational endeavors.

Table 11. Correlation of out-of-house respondent attitudes with their desires for and perceptions of DPI activities

Item	Left Scale (Desires for) Correlation with Part I (Attitudes)	Right Scale (Perceptions of) Correlation with Part I (Attitudes)
43. Plan offerings in area schools to minimize duplication and over-expansion of certain programs.	.08*	.31**
44. Coordinate the development of competency based pre-service and in-service teacher preparation programs.	-.03	.28**
45. Establish criteria for the evaluation of educational materials on the market.	.09*	.23**

*$p \leq .05$
**$p \leq .01$

Table 11 (cont.)

Item	Left Scale (Desires for) Correlation with Part I (Attitudes)	Right Scale (Perceptions of) Correlation with Part I (Attitudes)
46. Coordinate annual teacher conferences in subject matter areas.	.07	.17**
47. Operate temporarily local school districts having problems that are not being resolved locally.	.05	.06
48. Exchange DPI personnel with personnel from local school districts on a short-term basis.	.01	.07*
49. Assign DPI personnel to local school areas to work closely with systems in that area.	-.03	.18**
50. Provide direct reference services to local school personnel.	.08*	.29**
51. Provide services specifically designed to assist small schools.	.02	.25**
52. Provide research assistance to local school districts.	.16**	.34**
53. Provide proposal writing assistance to local school districts.	.09*	.21**
54. Develop demonstration programs in planning and evaluation.	.12**	.27**
55. Provide training for local school personnel in the use of comprehensive planning, evaluation techniques, and research methods.	.09*	.22**
56. Conduct meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation.	.08*	.24**

Table 11 (cont.)

Item	Left Scale (Desires for) Correlation with Part I (Attitudes)	Right Scale (Perceptions of) Correlation with Part I (Attitudes)
57. Assist local school systems to evaluate and report the progress of their students to the community.	.08*	.13**
58. Publish DPI position papers on current educational issues.	.04	.22**
59. Report relevant research in terms understandable to those working in local schools.	.07*	.37**
60. Encourage research at the graduate institutions on problems identified by the Department.	.19**	.15**
61. Provide assistance to superintendents when they encounter difficulties in managing their districts.	.14**	.29**
62. Maintain a research program to continuously evaluate the educational needs in Iowa.	.18**	.38**
63. Carry out an in-depth study of building replacements and the construction of new facilities.	.09*	.17**
64. Define, plan, and implement a data base of information concerning educational programs, staff, facilities, finance, and pupils in grades K-14.	.12**	.15**
65. Cooperate with education groups to increase the appropriations for education.	.03	.38**
66. Conduct a statewide testing program as a basis to provide information for decision making.	.04	-.03

Table 11 (cont.)

Item	Left Scale (Desires for) Correlation with Part I (Attitudes)	Right Scale (Perceptions of) Correlation with Part I (Attitudes)
67. The DPI should recommend alternative state finance models for consideration by the legislature.	-.01	.32**
68. Establish special certification for personnel with specialized knowledge who do not have teaching or administrative credentials.	.03	.09*
69. Develop and implement criteria for classification of schools at level beyond mere approval.	.03	.09*
70. Turn the role of school approval over to a private accrediting agency.	-.17**	-.08*
71. Implement a state-controlled curriculum for the public schools.	-.01	-.06
72. Define acceptable practices on the part of school boards with respect to hiring and firing.	.05	.12**
73. Coordinate teacher education programs to eliminate unnecessary duplications.	.04	.30**
74. Establish a uniform dress code for the schools of Iowa.	.04	-.03
75. Supervise the instruction given at non-public schools, K-junior college.	-.01	.06
76. Develop a contractual plan whereby the DPI and each local district agree on district-wide accomplishments to be audited annually.	.08*	.05
77. Study and evaluate the need for special service personnel.	.09*	.25**

Table 11 (cont.)

Item	Left Scale (Desires for) Correlation with Part I (Attitudes)	Right Scale (Perceptions of) Correlation with Part I (Attitudes)
78. Utilize advisory committees to evaluate DPI activities.	.03	.34**
79. Develop and implement program for lay public on evaluating local school educational programs.	.00	.14**
80. Assist institutions of higher education in revising their programs of preservice and graduate education to meet emerging needs.	.06	.28**
81. Bring personnel from school districts with similar problems together to work on solutions.	.09*	.27**
82. Involve educators, citizens, and students in the formulation of goals for education in Iowa.	.10**	.27**
83. Determine annually the areas of critical manpower shortages.	.14**	.19**
84. Provide assistance to local schools in conducting needs assessments.	.15**	.32**
85. Work with local schools, area schools and county systems to develop recommendations for an intermediate educational unit.	.14**	.34**
86. Assist local school districts in developing meaningful goals and translating the goals into measurable terms.	.18**	.37**
87. Make consultant-type evaluation visits to all schools on regular basis rather than by invitation.	.02	.08*

Table 11 (cont.)

Item	Left Scale (Desires for) Correlation with Part I (Attitudes)	Right Scale (Perceptions of) Correlation with Part I (Attitudes)
88. Highlight weaknesses in local school districts as a requisite to improving education in Iowa.	.01	.15**
89. Provide direct planning services to county and local school districts to obtain additional funding from federal and private sources.	.01	.21**
90. Focus evaluation of schools upon performance of students rather than on the number of library books and other input measures.	.01	.22**
91. Assist area schools in establishing programs to meet the manpower needs of the local community.	.11**	.28**
92. Develop teacher cadres for in-service on a geographical basis.	.08*	.06
93. Foster a series of demonstration schools in the state.	.11**	.12**
94. Conduct research to generate knowledge for the development of innovative educational procedures.	.15**	.26**

Sample component comparisons of desires for and perceptions of DPI activities. For each item in the second part of the instrument, a t-test was used to test for significant differences between desired DPI involvement in an activity and perceived current involvement in that activity. In addition, a correlation coefficient was computed for each item to estimate the degree of relationship between desired and perceived

involvement in an activity. A high degree of satisfaction with the DPI for a given activity would be represented by a situation with a strong correlation between perceived and desired involvement and no significant difference between the average perceived involvement and average desired involvement. In such a situation, people who thought the DPI should be involved in an activity thought that the DPI was now engaged in that area, and people who did not think the DPI should be involved would perceive less involvement in the area. In addition, there would be no important discrepancy between the perceived and desired involvement.

For respondents from the public schools, this ideal situation (where $r \geq .30$ and the t-value between perceived and desired was not significant) was present for only one item (#47. "Operate temporarily local school districts having problems that are not being resolved locally"). For this item, the correlation between desired and perceived DPI involvement was $r = .41$. There was no significant difference between the average desired involvement (5.1) and average perceived involvement (4.7). To summarize, public school respondents neither wanted nor perceived involvement in the activity noted in item #47 (see Table 12).

One reason why more items did not meet these criteria of ideal satisfaction with DPI activities was that, for 51 of the 52 activities listed in this section of the questionnaire, there were statistically significant differences among public school respondents between perceived and desired DPI involvement in each activity (see Table 12). In all but three cases, the differences were in the direction of desiring more involvement by the DPI in the suggested areas than is currently perceived. The three exceptions were: item 70, Turn the role of school approval over to a private accrediting agency; item 71, Implement a state-controlled curriculum for the public schools; and item 74, Establish a uniform dress code

Table 12. Statistical workups for items in Part II by public school and DPI sample components

Item	Public School Left-Right Hand Scale Correlation	Public School Left-Right Hand Scale Paired t-Test	Public School Left-Right Hand Scale Means	DPI Left-Right Hand Scale Correlation	DPI Left-Right Hand Scale Paired t-Test	DPI Left-Right Hand Scale Means
43. Plan offerings in area schools to minimize duplication and over-expansion of certain programs.	.12*	14.56**	12.3 8.9	.15	8.32**	13.0 9.4
44. Coordinate the development of competency based pre-service and in-service teacher preparation programs.	-.00	17.30**	12.0 7.9	-.14	11.18**	12.9 8.0
45. Establish criteria for the evaluation of educational materials on the market.	.21**	15.34**	10.4 6.8	.35**	8.04**	9.2 5.7
46. Coordinate annual teacher conferences in subject matter areas.	.23**	13.59**	11.4 8.5	.33**	7.85**	11.8 8.9
47. Operate temporarily local school districts having problems that are not being resolved locally.	.41**	1.93	5.1 4.7	.32**	.93	3.6 3.2
48. Exchange DPI personnel with personnel from local school districts on a short-term basis.	.10*	13.24**	8.0 4.6	-.02	11.27**	9.4 3.1
49. Assign DPI personnel to local school areas to work closely with systems in that area.	.13**	15.85**	11.1 7.3	.10	7.36**	9.7 5.7
50. Provide direct reference services to local school personnel.	.36**	12.25**	11.6 9.5	.44**	7.18**	11.3 9.1

* $p \leq .05$
** $p \leq .01$

Table 12 (cont.)

Item	Public School Left-Right Hand Scale Correlation	Public School Left-Right Hand Scale Paired t-Test	Public School Left-Right Hand Scale Means	DPI Left-Right Hand Scale Correlation	DPI Left-Right Hand Scale Paired t-Test	DPI Left-Right Hand Scale Means
51. Provide services specifically designed to assist small schools.	.09*	8.95**	10.4 8.0	.34**	2.91**	9.4 8.1
52. Provide research assistance to local school districts.	.17**	13.51**	12.5 9.8	.17*	10.27**	12.2 8.0
53. Provide proposal writing assistance to local school districts.	.25**	11.90**	10.8 8.2	.38**	5.82**	10.6 8.4
54. Develop demonstration programs in planning and evaluation.	.09*	18.21**	12.0 8.3	-.16	8.15**	11.6 8.0
55. Provide training for local school personnel in the use of comprehensive planning, evaluation techniques, and research methods.	.23**	16.81**	11.2 7.6	.04	9.14**	11.2 7.5
56. Conduct meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation.	.16**	18.94**	12.2 7.8	-.02	11.21**	12.8 8.0
57. Assist local school systems to evaluate and report the progress of their students to the community.	.33**	9.19**	7.9 5.7	.29**	7.22**	9.6 6.5
58. Publish DPI position papers on current educational issues.	.14**	14.15**	11.9 8.7	-.16	11.11**	12.1 6.3

Table 12 (cont.)

Item	Public School Left-Right Hand Scale Correlation	Public School Left-Right Hand Scale Paired t-Test	Public School Left-Right Hand Scale Means	DPI Left-Right Hand Scale Correlation	DPI Left-Right Hand Scale Paired t-Test	DPI Left-Right Hand Scale Means
59. Report relevant research in terms understandable to those working in local schools.	.02	21.30**	13.1 8.8	-.08	12.66**	12.9 7.3
60. Encourage research at the graduate institutions on problems identified by the Department.	.04	14.56**	11.8 8.5	.05	9.08**	12.1 7.9
61. Provide assistance to superintendents when they encounter difficulties in managing their districts.	.36**	13.52**	11.9 9.4	.28**	9.48**	12.3 9.1
62. Maintain a research program to continuously evaluate the educational needs in Iowa.	.18**	20.35**	13.3 9.7	-.02	11.76**	12.8 7.8
63. Carry out an in-depth study of building replacements and the construction of new facilities.	.21**	8.94**	9.5 7.5	.14	6.98**	11.0 8.2
64. Define, plan, and implement a data base of information concerning educational programs, staff, facilities, finance, and pupils in grades K-14.	.20**	9.38**	11.4 9.5	.08	8.32**	12.5 9.1
65. Cooperate with education groups to increase the appropriations for education.	.16**	19.70**	13.8 10.1	.09	10.37**	13.2 9.2

Table 12 (cont.)

Item	Public School Left-Right Hand Scale Correlation	Public School Left-Right Hand Scale Paired t-Test	Public School Left-Right Hand Scale Means	DPI Left-Right Hand Scale Correlation	DPI Left-Right Hand Scale Paired t-Test	DPI Left-Right Hand Scale Means
66. Conduct a statewide testing program as a basis to provide information for decision making.	.40**	2.57**	6.1 5.6	.43**	3.69**	7.4 6.0
67. The DPI should recommend alternative state finance models for consideration by the legislature.	.16**	19.78**	13.3 9.4	.24**	11.38**	13.2 9.7
68. Establish special certification for personnel with specialized knowledge who do not have teaching or administrative credentials.	.08	8.52**	9.8 7.3	.17	8.11**	11.6 7.5
69. Develop and implement criteria for classification of schools at level beyond mere approval.	.26**	11.77**	9.3 6.4	-.04	9.59**	10.4 5.6
70. Turn the role of school approval over to a private accrediting agency.	.37**	- 6.70**	2.1 3.4	.23*	- .73	2.6 3.0
71. Implement a state-controlled curriculum for the public schools.	.41**	- 9.86**	2.7 4.9	.30**	- 1.31	2.6 3.2
72. Define acceptable practices on the part of school boards with respect to hiring and firing.	.22**	16.41**	11.6 7.3	.24**	7.30**	9.7 6.1
73. Coordinate teacher education programs to eliminate unnecessary duplications.	.02	23.06**	12.8 7.3	.04	11.81**	12.6 7.5

Table 12 (cont.)

Item	Public School Left-Right Hand Scale Correlation	Public School Left-Right Hand Scale Paired t-Test	Public School Left-Right Hand Scale Means	DPI Left-Right Hand Scale Correlation	DPI Left-Right Hand Scale Paired t-Test	DPI Left-Right Hand Scale Means
74. Establish a uniform dress code for the schools of Iowa.	.28**	- 2.00*	1.5 1.9	.48**	- 3.81**	0.9 1.9
75. Supervise the instruction given at non-public schools, K-junior college.	.44**	5.66**	8.9 7.4	.38**	3.70**	8.5 6.7
76. Develop a contractual plan whereby the DPI and each local district agree on district-wide accomplishments to be audited annually.	.31**	4.95**	6.5 5.4	.17	6.83**	7.9 4.8
77. Study and evaluate the need for special service personnel.	.15**	12.60**	11.8 9.2	-.11	8.96**	12.3 8.4
78. Utilize advisory committees to evaluate DPI activities.	.04	17.07**	12.0 8.4	.00	6.29**	11.2 8.1
79. Develop and implement program for lay public on evaluating local school educational programs.	.11*	12.50**	9.6 6.5	-.03	8.87**	10.2 5.8
80. Assist institutions of higher education in revising their programs of preservice and graduate education to meet emerging needs.	-.00	22.16**	12.7 7.9	-.16	12.70**	13.4 8.4
81. Bring personnel from school districts with similar problems together to work on solutions.	.17**	19.89**	11.8 7.7	.09	12.77**	12.9 8.2

Table 12 (cont.)

Item	Public School Left-Right Hand Scale Correlation	Public School Left-Right Hand Scale Paired t-Test	Public School Left-Right Hand Scale Means	DPI Left-Right Hand Scale Correlation	DPI Left-Right Hand Scale Paired t-Test	DPI Left-Right Hand Scale Means
82. Involve educators, citizens, and students in the formulation of goals for education in Iowa.	.07	19.73**	12.3 7.9	-.08	13.68**	13.2 7.4
83. Determine annually the areas of critical manpower shortages.	.25**	10.71**	10.7 8.4	.20*	6.13**	10.7 7.9
84. Provide assistance to local schools in conducting needs assessments.	.09**	13.88**	11.9 9.2	.04	11.29**	12.6 8.4
85. Work with local schools, area schools and county systems to develop recommendations for an intermediate educational unit.	.22**	12.76**	11.6 9.2	.07	8.92**	12.6 9.1
86. Assist local school districts in developing meaningful goals and translating the goals into measurable terms.	.14**	13.03**	11.2 8.4	-.04	9.91**	12.2 8.3
87. Make consultant-type evaluation visits to all schools on regular basis rather than by invitation.	.04	12.99**	10.2 6.6	-.11	10.10**	11.8 6.4
88. Highlight weaknesses in local school districts as a requisite to improving education in Iowa.	.23**	6.98**	9.3 7.6	.13	3.37**	9.4 7.8
89. Provide direct planning services to county and local school districts to obtain additional funding from federal and private sources.	.24**	17.04**	12.0 8.5	.31**	6.32**	10.3 8.1

Table 12 (cont.)

Item	Public School Left-Right Hand Scale Correlation	Public School Left-Right Hand Scale Paired t-Test	Public School Left-Right Hand Scale Means	DPI Left-Right Hand Scale Correlation	DPI Left-Right Hand Scale Paired t-Test	DPI Left-Right Hand Scale Means
90. Focus evaluation of schools upon performance of students rather than on the number of library books and other input measures.	.06	14.90**	10.5 6.6	-.09	11.71**	12.5 6.7
91. Assist area schools in establishing programs to meet the manpower needs of the local community.	.20**	16.07**	12.0 8.7	.02	10.16**	13.2 9.1
92. Develop teacher cadres for in-service on a geographical basis.	.09	12.69**	10.1 7.4	.07	8.46**	10.8 7.2
93. Foster a series of demonstration schools in the state.	.28**	9.14**	8.6 6.5	.16	7.15**	8.7 5.4
94. Conduct research to generate knowledge for the development of innovative educational procedures.	.07	14.11**	11.8 8.9	.02	8.59**	11.4 7.5

for the schools of Iowa. For these strongly regulatory items, there was, on the average, more perceived than desired DPI involvement reported.

The fact that, for 49 of the 52 items, public school respondents desired significantly more involvement than they now perceive indicates a strong desire for increased services from the DPI.

Items for which the average perceived involvement was below 8.0 and the average desired involvement was above 8.0, and for which there were significant mean differences, represent items for which the average public school respondent did not now think the DPI was currently involved, but for which DPI involvement was seen as desirable. Items following this pattern included items listed below in Table 13.

Table 13. Items for which there were statistically significant mean differences among public school respondents between desired and perceived DPI involvement and for which desired involvement average >8.0 and perceived involvement average <8.0

44. Coordinate the development of competency based pre-service and in-service teacher preparation programs.

45. Establish criteria for the evaluation of educational materials on the market.

49. Assign DPI personnel to local school areas to work closely with systems in that area.

55. Provide training for local school personnel in the use of comprehensive planning, evaluation techniques, and research methods.

56. Conduct meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation.

63. Carry out an in-depth study of building replacements and the construction of new facilities.

68. Establish special certification for personnel with specialized knowledge who do not have teaching or administrative credentials.

69. Develop and implement criteria for classification of schools at level beyond mere approval.

72. Define acceptable practices on the part of school boards with respect to hiring and firing.

73. Coordinate teacher education programs to eliminate unnecessary duplications.

75. Supervise the instruction given at <u>non-public</u> schools, K-junior college.

Table 13 (cont.)

79. Develop and implement program for lay public on evaluating local school educational programs.

80. Assist institutions of higher education in revising their programs of pre-service and graduate education to meet emerging needs.

81. Bring personnel from school districts with similar problems together to work on solutions.

82. Involve educators, citizens, and students in the formulation of goals for education in Iowa.

87. Make consultant-type evaluation visits to all schools on regular basis rather than by invitation.

88. Highlight weaknesses in local school districts as a requisite to improving education in Iowa.

90. Focus evaluation of schools upon performance of students rather than on the number of library books and other input measures.

92. Develop teacher cadres for in-service on a geographical basis.

93. Foster a series of demonstration schools in the state.

Items for which the average desired involvement among public school respondents was the highest ($\bar{x} \geq 13.0$) related to reporting research in terms understandable to local personnel; maintaining a program to evaluate educational needs in the state; cooperating with other groups to work for increased educational appropriations; and recommending alternative plans for school finance to the legislature (items 59, 62, 65, and 67).

Items with the greatest correlation between perceived and desired DPI involvement were generally items with low average perceived and desired involvement. The exceptions were item 50, Provide direct reference services to local school personnel (correlation between desired and perceived involvement was calculated at r = .36; public school personnel desired DPI involvement in this area ($\bar{x}_d$ = 11.6) and perceived involvement ($\bar{x}_p$ = 9.5)) and item 61, Provide assistance to superintendents when they encounter difficulties in managing their districts (r = .36, $\bar{x}_d$ = 11.9, and $\bar{x}_p$ = 9.4).

No items had statistically significant correlation in the negative direction. The average correlation between desired and perceived involvement over all activities was $\bar{r} = .19$, indicating some general tendency of agreement between desired and perceived DPI involvement in the areas covered by these items. The average correlation, while not strong, is positive, indicating that people who see a possible DPI activity as being more important also exhibit some tendency to perceive more current DPI involvement in the activity.

Three items had statistically significant negative t values: item 70, Turn the role of school approval over to a private accrediting agency; item 71, Implement a state-controlled curriculum for the public schools, and item 74, Establish a uniform dress code for the schools of Iowa. These differences indicate that although public school respondents were generally quite certain they did not think it was important for the DPI to be involved in these areas, they were significantly less sure of the lack of current DPI involvement.

As noted in Table 12, similar correlation analyses and t-tests were conducted for DPI staff members. For DPI staff, there was a lower average correlation between desired and perceived importance; $\bar{r} = .13$ for DPI employees compared to $\bar{r} = .19$ for public school respondents. There were no statistically significant negative correlations for DPI employees between desired and perceived involvement in any of the activities. For 49 out of 52 items, there were significant differences between the average perceived and average desired DPI involvement. In each of the 49 cases, DPI staff means were higher for desired than perceived involvement. The three items for which the means were not significantly different were: item 47, Operate temporarily local school districts having problems that are not being resolved locally; item 70, Turn the role of school approval

over to a private accrediting agency; and item 71, Implement a state-controlled curriculum for the public schools.

For DPI staff, the items for which the average desired involvement values were the highest ($\bar{x}_d > 13.0$) were: item 65, Cooperate with education groups to increase the appropriations for education; item 67, Recommend alternative state finance models for consideration by the legislature; item 82, Involve educators, citizens, and students in the formulation of goals for education in Iowa; and item 91, Assist area schools in establishing programs to meet the manpower needs of the local community.

The average difference between desired and perceived importance for the 52 items as shown in Table 14 was somewhat higher for DPI staff ($\bar{x} = 3.5$) than for public school personnel ($\bar{x} = 2.8$). As shown in Table 12, this was due to a higher average desired importance for DPI staff ($\bar{x} = 10.7$) compared to desired importance for public school personnel ($\bar{x} = 10.4$) and a lower average perceived functioning for DPI staff ($\bar{x} = 7.2$) as compared to public school personnel ($\bar{x} = 7.6$). One explanation of these differences is that DPI staff would be in a position to be more informed about what the DPI is now doing and to form more sharply defined opinions about what the DPI ought to do than are public school personnel. Thus, DPI averages are more likely to be further removed from average scale responses. This would indicate greater certainty among DPI staff about the current or desired involvement of the DPI in various activities.

Table 14. Mean difference between left (desired) and right (perceived) hand scale: Part II

Item	DPI Admin.	DPI Consult.	DPI	Public School
43. Plan offerings in area schools to minimize duplication and over-expansion of certain programs.	2.94	3.82	3.60	3.37
44. Coordinate the development of competency based pre-service and in-service teacher preparation programs.	4.00	5.12	4.89	4.07
45. Establish criteria for the evaluation of educational materials on the market.	3.57	3.63	3.50	3.64
46. Coordinate annual teacher conferences in subject matter areas.	2.63	3.00	2.89	2.88
47. Operate temporarily local school districts having problems that are not being resolved locally.	0.94	0.29	0.40	0.44
48. Exchange DPI personnel with personnel from local school districts on a short-term basis.	5.85	6.41	6.34	3.41
49. Assign DPI personnel to local school areas to work closely with systems in that area.	4.24	3.91	4.01	3.77
50. Provide direct reference services to local school personnel.	1.97	2.33	2.18	2.16
51. Provide services specifically designed to assist small schools.	0.56	1.61	1.27	2.38
52. Provide research assistance to local school districts.	5.09	3.74	4.19	2.71
53. Provide proposal writing assistance to local school districts.	2.80	2.16	2.21	2.56
54. Develop demonstration programs in planning and evaluation.	3.91	3.54	3.64	3.76
55. Provide training for local school personnel in the use of comprehensive planning, evaluation techniques, and research methods.	4.09	3.59	3.69	3.53

Table 14 (cont.)

Item	DPI Admin.	DPI Consult.	DPI	Public School
56. Conduct meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation.	5.57	4.50	4.78	4.47
57. Assist local school systems to evaluate and report the progress of their students to the community.	3.34	3.04	3.07	2.17
58. Publish DPI position papers on current educational issues.	6.31	5.84	5.80	3.24
59. Report relevant research in terms understandable to those working in local schools.	5.71	5.64	5.62	4.28
60. Encourage research at the graduate institutions on problems identified by the Department.	4.29	4.04	4.14	3.28
61. Provide assistance to superintendents when they encounter difficulties in managing their districts.	3.31	3.11	3.16	2.49
62. Maintain a research program to continuously evaluate the educational needs in Iowa.	5.89	4.61	4.92	3.59
63. Carry out an in-depth study of building replacements and the construction of new facilities.	2.83	2.79	2.75	2.08
64. Define, plan, and implement a data base of information concerning educational programs, staff, facilities, finance, and pupils in grades K-14.	4.34	2.90	3.36	1.93
65. Cooperate with education groups to increase the appropriations for education.	3.66	4.18	3.97	3.71
66. Conduct a statewide testing program as a basis to provide information for decision making.	1.57	1.46	1.43	0.56
67. The DPI should recommend alternative state finance models for consideration by the legislature.	2.91	3.95	3.55	3.84

Table 14 (cont.)

Item	DPI Admin.	DPI Consult.	DPI	Public School
68. Establish special certification for personnel with specialized knowledge who do not have teaching or administrative credentials.	5.23	3.61	4.09	2.52
69. Develop and implement criteria for classification of schools at level beyond mere approval.	5.97	4.26	4.78	2.86
70. Turn the role of school approval over to a private accrediting agency.	0.34	-0.38	-0.34	-1.26
71. Implement a state-controlled curriculum for the public schools.	-0.31	-0.68	-.055	-2.16
72. Define acceptable practices on the part of school boards with respect to hiring and firing.	4.69	3.20	3.61	4.26
73. Coordinate teacher education programs to eliminate unnecessary duplications.	5.06	5.20	5.13	5.51
74. Establish a uniform dress code for the schools of Iowa.	-0.37	-1.34	-1.02	-0.38
75. Supervise the instruction given at non-public schools, K-junior college.	2.91	1.41	1.86	1.48
76. Develop a contractual plan whereby the DPI and each local district agree on district-wide accomplishments to be audited annually.	4.89	2.36	3.03	1.13
77. Study and evaluate the need for special service personnel.	4.14	3.82	3.90	2.57
78. Utilize advisory committees to evaluate DPI activities.	4.69	2.68	3.15	3.67
79. Develop and implement program for lay public on evaluating local school educational programs.	5.56	3.85	4.36	3.07
80. Assist institutions of higher education in revising their programs of pre-service and graduate education to meet emerging needs.	4.94	5.09	4.98	4.81

Table 14 (cont.)

Item	DPI Admin.	DPI Consult.	DPI	Public School
81. Bring personnel from school districts with similar problems together to work on solutions.	5.46	4.45	4.72	4.10
82. Involve educators, citizens, and students in the formulation of goals for education in Iowa.	6.83	5.23	5.70	4.34
83. Determine annually the areas of critical manpower shortages.	3.43	2.61	2.82	2.32
84. Provide assistance to local schools in conducting needs assessments.	4.34	4.18	4.20	2.64
85. Work with local schools, area schools and county systems to develop recommendations for an intermediate educational unit.	3.86	3.46	3.55	2.42
86. Assist local school districts in developing meaningful goals and translating the goals into measurable terms.	4.51	3.66	3.86	2.77
87. Make consultant-type evaluation visits to all schools on regular basis rather than by invitation.	7.23	4.60	5.46	3.62
88. Highlight weaknesses in local school districts as a requisite to improving education in Iowa.	3.09	1.09	1.64	1.66
89. Provide direct planning services to county and local school districts to obtain additional funding from federal and private sources.	2.11	2.29	2.17	3.49
90. Focus evaluation of schools upon performance of students rather than on the number of library books and other input measures.	8.00	5.01	5.81	3.87
91. Assist area schools in establishing programs to meet the manpower needs of the local community.	4.06	4.06	4.08	3.25
92. Develop teacher cadres for in-service on a geographical basis.	4.80	3.23	3.64	2.70

Table 14 (cont.)

Item	DPI Admin.	DPI Consult.	DPI	Public School
93. Foster a series of demonstration schools in the state.	4.15	3.17	3.34	2.11
94. Conduct research to generate knowledge for the development of innovative educational procedures.	3.69	3.93	3.89	2.95
OVERALL AVERAGE	3.95	3.33	3.48	2.78

Perceptions of County School and Area School Personnel

Because of the small sample sizes for county unit and area school personnel and the low rate of return for county unit personnel (50 percent), the investigators present the data from these components with a cautionary note to the reader. The data will be handled descriptively and in some cases statistical inferences will be made. In cases of self-evident trends, however, the investigators leave to further study the validation and explanation of sample responses reported in this section.

Part I: Attitude. The overall attitude of respondents from county schools as taken from the mean response to Part I of the instrument ($\bar{x}$ = 9.17) and of respondents from area schools ($\bar{x}$ = 8.62) was found to be not significantly different from the overall attitude response of public school (combined large and small district sample components) respondents ($\bar{x}$ = 9.08), or different from the overall attitude response of DPI respondents ($\bar{x}$ = 8.63). Analysis of variance yielded an F statistic of 2.252, which was insufficient to reject the null hypothesis of no difference between the means.

County school people responded positively to 33 of the 42 items, while area school people responded positively to 29 of the 42 items in Part I (Attitude Scale). There were no extremely polar negative responses (score of 4 or below) in either group and both groups responded highly positively (score of 12 or more) to the same two items (8 and 21). These responses indicated that the respondents believed that the DPI generally does more good than harm, and eliminating most of the activities of the DPI would be of some loss to education.

Part II: Desires for and perceptions of DPI activities. For each item in the second part of the instrument, a t-test was used to test for significant differences between desired DPI involvement in an activity and perceived current involvement in that activity. In addition, a correlation coefficient was computed for each item to estimate the degree of relationship between desired and perceived involvement in an activity. As described earlier in this report, a high degree of satisfaction with the DPI for a given activity would be represented by a situation with a strong correlation between perceived and desired involvement and no significant difference between the average perceived involvement and average desired involvement. In such a situation, people who thought the DPI should be involved in an activity thought that the DPI was now engaged in that area, and people who did not think the DPI should be involved would perceive less involvement in the area. In addition, there would be no important discrepancy between the perceived and desired involvement.

For respondents from county units, this ideal situation (where $r \geq .30$ and the t-value between perceived and desired was not significant) was present for two items (#47. "Operate temporarily local school

districts having problems that are not being resolved locally";
#66. "Conduct a statewide testing program as a basis to provide information for decision making"). As may be noted from Table 15 and as summarized in Table 16 contained in Appendix IX, for item 47 the correlation between desired and perceived DPI involvement was r = .48 and there was no significant difference between the average desired involvement (5.56) and average perceived involvement (4.83). For item 66 the correlation between desired and perceived DPI involvement was r = .35 and there was no significant difference between the average desired involvement (6.75) and average perceived involvement (6.08). To summarize, county unit respondents neither wanted nor perceived involvement in the activities noted in items 47 and 66.

Table 15. Statistical workups for items in Part II by county unit and area school sample components

Item	County School Left-Right Hand Scale Correlation	County School Left-Right Hand Scale Paired t-Test	County School Left-Right Hand Scale Means	Area School Left-Right Hand Scale Correlation	Area School Left-Right Hand Scale Paired t-Test	Area School Left-Right Hand Scale Means
43. Plan offerings in area schools to minimize duplication and over-expansion of certain programs.	.01	7.34**	12.73 8.56	-.00	2.76**	13.26 10.48
44. Coordinate the development of competency based pre-service and in-service teacher preparation programs.	.02	9.84**	12.98 7.89	.27	3.75**	11.00 7.65
45. Establish criteria for the evaluation of educational materials on the market.	.16	9.23**	11.88 6.05	-.15	4.52**	9.97 5.60
46. Coordinate annual teacher conferences in subject matter areas.	.03	7.25**	12.21 8.09	.25	2.95**	11.26 8.94
47. Operate temporarily local school districts having problems that are not being resolved locally.	.48**	1.45	5.56 4.83	.38*	.51	3.90 3.47
48. Exchange DPI personnel with personnel from local school districts on a short-term basis.	.05	7.59**	8.94 4.36	.22	3.71**	8.17 4.30
49. Assign DPI personnel to local school areas to work closely with systems in that area.	.06	7.91**	10.97 5.99	.18	3.56**	9.97 6.77
50. Provide direct reference services to local school personnel.	.29**	6.05**	11.27 8.47	.19	3.22**	11.20 8.93

*$p \leq .05$
**$p \leq .01$

Table 15 (cont.)

Item	County School Left-Right Hand Scale Correlation	County School Left-Right Hand Scale Paired t-Test	County School Left-Right Hand Scale Means	Area School Left-Right Hand Scale Correlation	Area School Left-Right Hand Scale Paired t-Test	Area School Left-Right Hand Scale Means
51. Provide services specifically designed to assist small schools.	.32**	5.33**	10.06 7.07	.75**	1.92	9.30 8.27
52. Provide research assistance to local school districts.	.04	7.51**	12.15 8.40	.25	4.39**	12.37 9.10
53. Provide proposal writing assistance to local school districts.	-.01	5.72**	11.83 8.47	.38*	3.00**	9.73 7.23
54. Develop demonstration programs in planning and evaluation.	.15	6.33**	11.85 8.93	.23	4.90**	11.35 7.45
55. Provide training for local school personnel in the use of comprehensive planning, evaluation techniques, and research methods.	.32**	7.14**	11.62 8.38	.10	3.36**	10.31 7.03
56. Conduct meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation.	.05	11.24**	13.16 7.56	.20	4.80**	12.03 7.59
57. Assist local school systems to evaluate and report the progress of their students to the community.	.58**	5.46**	8.66 6.48	.49**	2.72*	8.76 6.52
58. Publish DPI position papers on current educational issues.	-.06	8.17**	12.51 8.16	.31	5.00**	11.87 7.67

Table 15 (cont.)

Item	County School Left-Right Hand Scale Correlation	County School Left-Right Hand Scale Paired t-Test	County School Left-Right Hand Scale Means	Area School Left-Right Hand Scale Correlation	Area School Left-Right Hand Scale Paired t-Test	Area School Left-Right Hand Scale Means
59. Report relevant research in terms understandable to those working in local schools.	-.33**	8.82**	13.00 8.20	.10	5.96**	12.76 7.83
60. Encourage research at the graduate institutions on problems identified by the Department.	.08	8.89**	12.22 8.09	.19	5.33**	12.50 8.30
61. Provide assistance to superintendents when they encounter difficulties in managing their districts.	-.09	6.97**	12.28 9.22	.08	3.18**	11.73 9.30
62. Maintain a research program to continuously evaluate the educational needs in Iowa.	.14	8.24**	12.42 8.19	.33	8.24**	13.60 8.73
63. Carry out an in-depth study of building replacements and the construction of new facilities.	.15	3.03**	8.67 6.82	.38*	3.14**	10.13 7.40
64. Define, plan, and implement a data base of information concerning educational programs, staff, facilities, finance, and pupils in grades K-14.	.28**	4.28**	11.06 9.05	.42*	4.56**	11.68 8.61
65. Cooperate with education groups to increase the appropriations for education.	.13	7.05**	13.09 9.65	-.19	5.33**	13.81 9.52

Table 15 (cont.)

Item	County School Left-Right Hand Scale Correlation	County School Left-Right Hand Scale Paired t-Test	County School Left-Right Hand Scale Means	Area School Left-Right Hand Scale Correlation	Area School Left-Right Hand Scale Paired t-Test	Area School Left-Right Hand Scale Means
66. Conduct a statewide testing program as a basis to provide information for decision making.	.35**	1.33	6.75 6.08	.62**	.75	6.93 6.37
67. The DPI should recommend alternative state finance models for consideration by the legislature.	-.00	8.66**	12.75 8.35	-.04	5.34**	13.03 8.81
68. Establish special certification for personnel with specialized knowledge who do not have teaching or administrative credentials.	.23*	5.43**	11.28 8.34	-.01	5.09**	12.87 7.57
69. Develop and implement criteria for classification of schools at level beyond mere approval.	.08	6.11**	10.12 6.43	.59**	3.37**	8.73 6.40
70. Turn the role of school approval over to a private accrediting agency.	.25*	-0.96	2.98 3.47	.66**	-3.82**	1.93 4.17
71. Implement a state-controlled curriculum for the public schools.	.39**	-3.53**	3.25 4.97	.29	-2.82**	2.20 4.70
72. Define acceptable practices on the part of school boards with respect to hiring and firing.	.20	8.09**	11.60 6.43	.62**	2.68*	9.33 7.23
73. Coordinate teacher education programs to eliminate unnecessary duplications.	.08	8.26**	11.79 7.16	.48**	3.42**	9.57 6.33

Table 15 (cont.)

Item	County School Left-Right Hand Scale Correlation	County School Left-Right Hand Scale Paired t-Test	County School Left-Right Hand Scale Means	Area School Left-Right Hand Scale Correlation	Area School Left-Right Hand Scale Paired t-Test	Area School Left-Right Hand Scale Means
74. Establish a uniform dress code for the schools of Iowa.	.14	-2.50*	1.21 2.35	.45*	-2.21*	.60 1.73
75. Supervise the instruction given at non-public schools, K-junior college.	.43**	2.40*	7.73 6.28	-.01	.74	6.93 5.93
76. Develop a contractual plan whereby the DPI and each local district agree on district-wide accomplishments to be audited annually.	.43**	3.73**	7.24 5.34	.46**	3.81**	8.37 4.97
77. Study and evaluate the need for special service personnel.	-.05	8.53**	13.29 8.82	.17	3.85**	11.13 8.39
78. Utilize advisory committees to evaluate DPI activities.	-.19	8.25**	12.58 7.64	.00	4.49**	12.90 8.80
79. Develop and implement program for lay public on evaluating local school educational programs.	.21*	6.86**	9.66 5.86	.29	5.21**	10.97 7.70
80. Assist institutions of higher education in revising their programs of pre-service and graduate education to meet emerging needs.	.07	10.21**	12.81 7.54	.04	4.17**	11.70 7.63
81. Bring personnel from school districts with similar problems together to work on solutions.	-.03	9.24**	12.70 7.98	.11	3.42**	11.90 8.63

Table 15 (cont.)

Item	County School Left-Right Hand Scale Correlation	County School Left-Right Hand Scale Paired t-Test	County School Left-Right Hand Scale Means	Area School Left-Right Hand Scale Correlation	Area School Left-Right Hand Scale Paired t-Test	Area School Left-Right Hand Scale Means
82. Involve educators, citizens, and students in the formulation of goals for education in Iowa.	.06	8.09**	11.70 6.89	.14	6.75**	12.93 8.03
83. Determine annually the areas of critical manpower shortages.	.43**	5.19**	10.37 7.95	.23	4.40**	11.67 8.00
84. Provide assistance to local schools in conducting needs assessments.	.02	6.41**	12.02 9.06	-.23	5.05**	12.41 8.76
85. Work with local schools, area schools and county systems to develop recommendations for an intermediate educational unit.	-.21*	7.06**	13.15 8.64	.50**	4.75**	12.45 9.32
86. Assist local school districts in developing meaningful goals and translating the goals into measurable terms.	.06	6.41**	11.83 8.71	.03	5.22**	11.60 7.43
87. Make consultant-type evaluation visits to all schools on regular basis rather than by invitation.	-.04	7.57**	10.51 5.22	-.05	1.63	9.90 8.30
88. Highlight weaknesses in local school districts as a requisite to improving education in Iowa.	.03	4.71**	10.20 6.94	.35*	1.96	9.57 8.00
89. Provide direct planning services to county and local school districts to obtain additional funding from federal and private sources.	.01	7.74**	12.70 8.54	.48**	3.51**	10.13 7.30

Table 15 (cont.)

Item	County School Left-Right Hand Scale Correlation	County School Left-Right Hand Scale Paired t-Test	County School Left-Right Hand Scale Means	Area School Left-Right Hand Scale Correlation	Area School Left-Right Hand Scale Paired t-Test	Area School Left-Right Hand Scale Means
90. Focus evaluation of schools upon performance of students rather than on the number of library books and other input measures.	.08	6.84**	11.12 6.95	.23	6.63**	12.10 6.77
91. Assist area schools in establishing programs to meet the manpower needs of the local community.	.19	5.94**	11.62 8.53	.53**	4.50**	12.61 9.87
92. Develop teacher cadres for in-service on a geographical basis.	.46*	4.92**	9.45 7.11	.14	3.47**	10.00 7.13
93. Foster a series of demonstration schools in the state.	.27**	4.57**	8.36 5.65	.72**	3.30**	8.13 6.37
94. Conduct research to generate knowledge for the development of innovative educational procedures.	-.06	5.64**	11.51 8.12	-.17	5.86**	12.50 7.77

For respondents from area schools, the heretofore noted ideal situation ($r \geq .30$ and t-value for left and right hand scale means is not significant) was present for four items (#47. "Operate temporarily local school districts having problems that are not being resolved locally"; #51. "Provide services specifically designed to assist small schools"; #66. "Conduct a statewide testing program as a basis to provide information for decision making"; #88. "Highlight weaknesses in local school

districts as a requisite to improving education in Iowa"). Correlations, average desired, average perceived, and average desired vs. average perceived response paired t-tests for these items are noted in Table 16 in Appendix IX. Area school respondents neither wanted nor perceived involvement in the activities noted in items 47 and 66, but were in favor of their perceived DPI involvement in the activities noted in items 51 and 88.

One reason why more responses to items did not meet the criteria of ideal satisfaction with DPI activities was that, for 49 of the 52 activities listed in Part II of the questionnaire, there were statistically significant differences among county unit respondents between desired and perceived (left vs. right hand item response scales) DPI involvement in each activity. Also, for 46 of the 52 activities, there were statistically significant differences among area school respondents between the left and right hand scale means in each activity.

For county school respondents and for area school respondents, in all but three cases, the differences noted were in the direction of desiring more involvement by the DPI in the suggested areas than is currently perceived. The three exceptions were the same as noted by public school respondents: item 70, Turn the role of school approval over to a private accrediting agency; item 71, Implement a state-controlled curriculum for the public schools; and item 74, Establish a uniform dress code for the schools of Iowa. For these strongly regulatory items, there was, on the average, more perceived than desired DPI involvement reported.

Items for which the average perceived involvement was below 8.0 and the average desired involvement was above 8.0, and for which there were significant mean differences, represent items for which the average respondent did not think the DPI was currently involved, but for which DPI

involvement was seen as desirable. Items following this pattern for county unit and area school respondents are listed in Tables 17 and 18.

Table 17. Items for which there were statistically significant mean differences among county unit respondents between desired and perceived DPI involvement and for which desired involvement average >8.0 and perceived involvement average <8.0

44. Coordinate the development of competency based pre-service and in-service teacher preparation programs.

45. Establish criteria for the evaluation of educational materials on the market.

48. Exchange DPI personnel with personnel from local school districts on a short-term basis.

49. Assign DPI personnel to local school areas to work closely with systems in that area.

51. Provide services specifically designed to assist small schools.

56. Conduct meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation.

57. Assist local school systems to evaluate and report the progress of their students to the community.

63. Carry out an in-depth study of building replacements and the construction of new facilities.

69. Develop and implement criteria for classification of schools at level beyond mere approval.

72. Define acceptable practices on the part of school boards with respect to hiring and firing.

73. Coordinate teacher education programs to eliminate unnecessary duplications.

78. Utilize advisory committees to evaluate DPI activities.

79. Develop and implement program for lay public on evaluating local school educational programs.

80. Assist institutions of higher education in revising their programs of pre-service and graduate education to meet emerging needs.

Table 17 (cont.)

81. Bring personnel from school districts with similar problems together to work on solutions.

82. Involve educators, citizens, and students in the formulation of goals for education in Iowa.

83. Determine annually the areas of critical manpower shortages.

87. Make consultant-type evaluation visits to all schools on regular basis rather than by invitation.

88. Highlight weaknesses in local school districts as a requisite to improving education in Iowa.

90. Focus evaluation of schools upon performance of students rather than on library books and other input measures.

92. Develop teacher cadres for in-service on a geographical basis.

93. Foster a series of demonstration schools in the state.

Table 18. Items for which there were statistically significant mean differences among area school respondents between desired and perceived DPI involvement and for which desired involvement average >8.0 and perceived involvement average <8.0

44. Coordinate the development of competency based pre-service and in-service teacher preparation programs.

45. Establish criteria for the evaluation of educational materials on the market.

48. Exchange DPI personnel with personnel from local school districts on a short-term basis.

49. Assign DPI personnel to local school areas to work closely with systems in that area.

53. Provide proposal writing assistance to local school districts.

54. Develop demonstration programs in planning and evaluation.

55. Provide training for local school personnel in the use of comprehensive planning, evaluation techniques, and research methods.

Table 18 (cont.)

56. Conduct meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation.

57. Assist local school systems to evaluate and report the progress of their students to the community.

58. Publish DPI position papers on current educational issues.

59. Report relevant research in terms understandable to those working in local schools.

63. Carry out an in-depth study of building replacements and the construction of new facilities.

68. Establish special certification for personnel with specialized knowledge who do not have teaching or administrative credentials.

69. Develop and implement criteria for classification of schools at level beyond mere approval.

72. Define acceptable practices on the part of school boards with respect to hiring and firing.

73. Coordinate teacher education programs to eliminate unnecessary duplications.

76. Develop a contractual plan whereby the DPI and each local district agree on district-wide accomplishments to be audited annually.

79. Develop and implement program for lay public on evaluating local school educational programs.

80. Assist institutions of higher education in revising their programs of pre-service and graduate education to meet emerging needs.

86. Assist local school districts in developing meaningful goals and translating the goals into measurable terms.

89. Provide direct planning services to county and local school districts to obtain additional funding from federal and private sources.

90. Focus evaluation of schools upon performance of students rather than on the number of library books and other input measures.

92. Develop teacher cadres for in-service on a geographical basis.

93. Foster a series of demonstration schools in the state.

94. Conduct research to generate knowledge for the development of innovative educational procedures.

Items for which the average desired involvement among county unit respondents was the highest ($\bar{x} \geq 13.0$) related to conducting meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation; reporting relevant research in terms understandable to those working in local schools; cooperating with education groups to increase the appropriations for education; studying and evaluating the need for special service personnel; and working with local schools, area schools and county systems to develop recommendations for an intermediate educational unit (items 56, 59, 65, 77, and 85).

Items for which the average desired involvement among area school respondents was the highest ($\bar{x} \geq 13.0$) related to planning offerings in area schools to minimize duplication and over-expansion of certain programs; maintaining a research program to continuously evaluate the educational needs in Iowa; cooperating with education groups to increase the appropriations for education; and recommending alternative state finance models for consideration by the legislature (items 43, 62, 65, and 67).

For both county unit respondents and area school respondents, as may be noted from Table 19 in Appendix X, items with greatest correlation between desired and perceived DPI involvement did not follow the pattern of low average perceived and desired involvement, as with the public school respondents.

For county unit respondents, item 59 was the only item that had a statistically significant negative correlation between desired and perceived DPI involvement, indicating, in general, people who tend to desire DPI involvement in reporting relevant research in terms understandable to those working in local schools tend to perceive less DPI involvement in

this activity. The average correlation between desired and perceived involvement over all activities was $\bar{r} = .13$, indicating some general tendency of agreement between desired and perceived DPI involvement in the areas covered by these items. The average correlation, while not strong, is positive, indicating that people who see a possible DPI activity as being more important also exhibit some tendency to perceive more current DPI involvement in the activity.

For area school respondents, no items had statistically significant negative correlations. The average correlation between desired and perceived involvement over all activities was $\bar{r} = .25$, a positive correlation, while not strong, being higher than that for public school respondents ($\bar{r} = .19$), DPI respondents ($\bar{r} = .13$), and county unit respondents ($\bar{r} = .13$).

The average difference between desired and perceived importance for the 52 items was for county unit respondents $\bar{x} = 3.37$, and for area school respondents $\bar{x} = 2.90$.

While the average desired importance for county unit respondents ($\bar{x} = 10.64$) and average perceived functioning ($\bar{x} = 7.27$) approximated the average responses of DPI staff ($\bar{x}_d = 10.7$, $\bar{x}_p = 7.2$), the average desired importance for area school respondents ($\bar{x} = 10.3$) and average perceived functioning ($\bar{x} = 7.41$) approximated the average responses of public school responses ($\bar{x}_d = 10.4$, $\bar{x}_p = 7.6$). If the explanation offered earlier to explain the differences between average public school and DPI responses is valid, one would be inclined to believe that county unit personnel tend to be more informed about what the DPI is now doing and to form more sharply defined opinions about what the DPI ought to do than are area school people. This view is untenable, however, since it does not explain the lack of difference between the average county unit responses

and DPI staff responses, given the absence of error in the less adequate county unit sample. A more tenable explanation would be that DPI respondents and county unit respondents are, as sample groups, more homogeneous than respondents from the public school and area school samples and tend, on the average, to be more polar in their responses to the group of items in Part II of the instrument.

Summary

In one sense, the text of this report may be considered to be a summary of the various sample responses to specific items as contained in the voluminous computer print output. However, selected findings from the study are presented in this section as possible highlights of interest to the DPI administration in its consideration of the Department's leadership function. Omission from this section of other specific study findings, as presented earlier, is in no way intended by the investigators to deprecate their importance.

1. In general, teachers and board members do not know enough about the DPI to feel that they could comment about their attitudes toward it, perceptions of functions in which the DPI is engaged, or desires for activities in which the DPI should engage. An analysis of sample returns would indicate DPI leadership for these target populations is presently lacking.

2. The overall attitude displayed by respondents for the functions of the DPI, as delimited by the items contained in Part I of the instrument, were found to be positive, even though slightly so.

   While an analysis of variance for the difference between means of DPI respondents (8.63), public school respondents (9.08), county unit respondents (9.17), and area school respondents (8.62) yielded an F statistic of 2.252 which was insufficient to reject the null hypothesis of no difference between means, in studying the overall attitude response to DPI functions of the public school sample components by subcomponents consisting of large school responses and small school responses, analysis of variance yielded a significant F (3.846*) between at least two of the following means: large schools (9.22), small schools (8.92), and DPI staff (8.63). While all three means are on the positive side, there is a statistically significant difference in degree between at least two of them.

   The sign test for the average number of positive responses made by the two larger sample components, DPI staff and public school respondents, indicated that public school respondents responded more positively on significantly more items ($p \leq .05$). In a comparison of standard deviations for the 42 items comprising the attitude scale for DPI and public school respondents, DPI respondents showed more deviation for 28 of the 42 items according to the criterion of the sign test, indicating significantly more variation among DPI staff than among public

school respondents for the 42 items. This indicates that DPI respondents, in general, tend to have less positive average responses to statements regarding the general functioning of the DPI and to disagree more with each other on these responses than do public school respondents.

3. A positive correlation was found to exist between the overall attitude displayed by respondents in both their desire for and perception of DPI involvement in activities denoted by items in the instrument. Thus, it is reasonable to conclude that people with more positive attitudes toward the DPI not only see the DPI as actively functioning in more areas than do people with less positive attitudes, but that they are also more willing to trust and desire DPI involvement in potentially more controversial areas such as financing and regulation. Based upon this research evidence, expenditure of resources upon DPI public relations activities directed to fostering a positive clientele attitude, if successful, would support the DPI's leadership potential in a wide variety of educational endeavors. The modes chosen for developing public relations should be carefully studied. No assumption should be made concerning the efficacy of present DPI publications as there appears to be some response difference displayed for item 36 by the DPI staff sample component in comparison to other sample component responses to that item.

4. The fact that: public school and county unit respondents, for 49 of the 52 items, desired significantly more involvement than they now perceive, and area school respondents, for 46 of the 52 items, desired significantly more involvement than they now perceive, indicates a strong desire for more DPI provision of services. Items to which all four sample components significantly responded they wanted more DPI involvement in activities than they perceived were:

   Item 45. Establish criteria for the evaluation of educational materials on the market.

   Item 49. Assign DPI personnel to local school areas to work closely with systems in that area.

   Item 69. Develop and implement criteria for classification of schools at level beyond mere approval.

   Item 72. Define acceptable practices on the part of school boards with respect to hiring and firing.

   Item 73. Coordinate teacher education programs to eliminate unnecessary duplications.

   Item 79. Develop and implement program for lay public on evaluating local school educational programs.

Item 90. Focus evaluation of schools upon performance of students rather than on the number of library books and other input measures.

Item 92. Develop teacher cadres for in-service on a geographical basis.

Item 93. Foster a series of demonstration schools in the state.

5. Indications of high degree of respondent satisfaction with DPI functioning, or non-functioning, may signal bias patterns that should be of interest to DPI administrators when considering future leadership activities of the DPI for which strong clientele support may be required.

   Public school, county unit, and area school respondents indicated that they neither perceived nor wanted DPI involvement in the operation of local school districts having unresolved local problems (item 47, $r \geq .37$ and no significant difference for left vs. right hand scale paired t-test statistic for low averages noted).

   County unit and area school respondents neither perceived nor wanted the DPI to conduct a statewide testing program as a basis to provide information for decision making (item 66, $r \geq .35$ and no significant difference for left vs. right hand scale paired t-test statistic for low averages noted). Area school respondents, however, did want and did perceive DPI involvement in the provision of services specifically designed to assist small schools (item 51, $r \geq .75$ and no significant difference for left vs. right hand scale paired t-test statistic for high averages noted), and in highlighting weaknesses in local school districts as a requisite to improving education in Iowa (item 88, $r \geq .35$ and no significant difference between left vs. right hand scale paired t-test statistic for high averages noted).

6. Activities for which respondents reported they did not want DPI involvement but for which they were less sure of DPI involvement may serve to signal bias patterns which may be of interest to DPI administrators when considering future leadership activities of the DPI.

   A significant negative left vs. right hand scale paired t-test statistic for averages reported by public school, county unit, area school, and DPI staff respondents was noted for: item 70, Turn the role of school approval over to a private accrediting agency; item 71, Implement a state-controlled curriculum for public schools; and item 74, Establish a uniform dress code for the schools of Iowa. These responses serve as a caveat to DPI administrators contemplating leadership activities in these areas.

7. Although the tables provided in the body of this report are explicit for all items to which respondents indicated a greater desired than a perceived DPI involvement thus signaling potential activity areas in which DPI leadership would be supported, it would be of interest to note, in summary, the activities which were most highly desired ($\bar{x} \geq 13$) by respondents.

   Public school respondents were most desirous of DPI activities relating to: item 59, Reporting research in terms understandable to local personnel; item 62, Maintaining a research program to continuously evaluate educational needs in the state; item 65, Cooperating with education groups to work for increased educational appropriations; and item 67, Recommending alternative plans for school finance to the legislature.

   DPI staff respondents were most desirous of DPI activities relating to: item 65, Cooperating with education groups to work for increased educational appropriations; item 67, Recommending alternative plans for school finance to the legislature; item 82, Involving educators, citizens, and students in the formulation of goals for education in Iowa; and item 91, Assisting area schools in establishing programs to meet the manpower needs of the local community.

   County unit respondents were most desirous of DPI activities relating to: item 56, Conducting meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation; item 59, Reporting research in terms understandable to local personnel; item 65, Cooperating with education groups to work for increased educational appropriations; item 77, Studying and evaluating the need for special service personnel; and item 85, Working with local schools, area schools, and county systems to develop recommendations for an intermediate educational unit.

   Area school respondents were most desirous of DPI activities related to: item 43, Planning offerings in area schools to minimize duplication and over-expansion of certain programs; item 62, Maintaining a research program to continuously evaluate educational needs in the state; item 65, Cooperating with education groups to work for increased educational appropriations; and item 67, Recommending alternative plans for school finance to the legislature.

   It will be of interest to note that all four sample respondents highly desired item 65, Cooperate with education groups to work for increased educational appropriations; while three of the respondent groups were highly desirous of item 67, Recommending alternative plans for school finance to the legislature; and two of the respondent groups indicated a high desire for item 59, Reporting research in terms understandable to local personnel; and two respondent groups reported a high desire for item 62, Maintaining a research program to continuously evaluate educational needs in the state.

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Shaw, Marvin E. and Jack Wright, Scales for the Measurement of Attitudes. McGraw-Hill Book Company, New York, 1967.

Warren, Richard D., Gerald Klonglan and Medhat M. Sabri, The Certainty Method: Its Application and Usefulness in Developing Empirical Measures in Social Sciences. Rural Sociology Report No. 82, Iowa State University, Ames, Iowa, 1969.

APPENDIX I

A Memorandum to DPI Professional Staff Eliciting Suggested Useful Functions of the DPI with Instrument on which to Enter Role Perception Study Item Suggestions

DATE: March 7, 1972

TO: DPI Professional Staff

FROM: Max Morrison, Director, Planning, Research and Evaluation

SUBJECT: Current and Possible Future Functions of the DPI

The PRE Division is undertaking a role perception study to determine which of the DPI's current or possible functions are seen as being most vital by various groups of people. The study will consist of two parts. During the first part, a listing will be made of current and possible future functions (kinds of activities) of the Department. The list shall be designed to reflect the concerns of many groups and publics concerned with education in Iowa.

The second part of the study will involve presenting this wide range of possible functions to the various groups served by the Department. Each respondent will be asked to rate each function according to how useful he believes that function is to the publics served by the Department. The resulting data will aid the Department in the areas of planning, resource allocation, research, relations with various publics, and possible addition, strengthening, or elimination of programs.

This memo is concerned with part one of the study, listing possible functions. In order to present a diversity of interests and concerns, we are asking your help. Please take a few minutes to jot down on the attached sheet the functions or activities you think would be most useful. Your suggestions may be either functions that the Department is already engaged in or functions which you think should receive attention but do not at the present time. The items should, in your opinion, reflect the <u>most</u> <u>useful</u> present and future areas of concern and action to be undertaken by the Department.

Please return your ideas to PRE by March 16. Thank you for your assistance.

M. M.

/pw

Attachment

ITEM SUGGESTIONS:

DPI Role Perception Study

1. The most useful function of the Iowa Department of Public Instruction would be _____

_____

_____

2. Another useful function would be _____

_____

_____

3. Another useful function would be _____

_____

_____

4. Another valuable function would be _____

_____

_____

5. Another valuable function would be _____

_____

(Please feel free to suggest additional items if you so desire.)

APPENDIX II

Cover Letter Sent to Out-of-House Respondents Eliciting Suggested Useful Functions of the DPI with Instrument on which to Enter Role Perception Study Item Suggestions

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319

PAUL F. JOHNSTON • STATE SUPERINTENDENT

Iowa
a place to grow

Dear

The Iowa Department of Public Instruction (the state education agency) is undertaking a role perception study to determine which of its current or possible functions are seen as being most vital by various groups of people. The study will consist of two parts. During the first part, a listing will be made of current and possible future functions (kinds of activities) of the Department. The list shall be designed to reflect the concerns of many groups and publics concerned with education in Iowa.

The second part of the study will involve presenting this wide range of possible functions to the various groups served by the Department. Each respondent will be asked to rate each function according to how useful he believes that function is to the publics served by the Department. The resulting data will aid the Department in the areas of planning, resource allocation, research, relations with various publics, and possible addition, strengthening, or elimination of programs.

This letter is concerned with part one of the study, listing possible functions. In order to present a diversity of interests and concerns, we are asking your help. Please take a few minutes to jot down on the attached sheet the functions or activities you think would be most useful. Your suggestions may be either functions that the Department is already engaged in or functions which you think should receive attention but do not at the present time. The items should, in your opinion, reflect the <u>most</u> <u>useful</u> present and future areas of concern and action to be undertaken by the Department. (For example, a school board member might suggest that the Department of Public Instruction provide consultative services on tort liability.)

A stamped envelope is enclosed for your convenience in returning your ideas. Thank you for your assistance.

Sincerely,

Paul F. Johnston

PAUL F. JOHNSTON
State Superintendent of Public Instruction

PFJ:plw

Attachment

ITEM SUGGESTIONS:

DPI Role Perception Study

1. A useful function of the Iowa Department of Public Instruction would be

_____

_____

_____

2. Another useful function would be _____

_____

_____

3. Another useful function would be _____

_____

_____

4. Another useful function would be _____

_____

_____

5. Another useful function would be _____

_____

_____

(Please feel free to suggest additional items if you so desire.)

APPENDIX III

Organizations Contacted

Organizations Contacted

*American Association of University Women

*American Federation of Teachers

Area I - Northeast Iowa Area Vocational School

*Area IV - Northwest Iowa Vocational School

*Area VII - Hawkeye Institute of Technology

Area X - Kirkwood Community College

Area XI - Des Moines Area Community College

Area XIII - Iowa Western Community College

*Area XV - Indian Hills Community College

*Art Educators of Iowa

*Assistant to the Vice President for Academic Affairs, Iowa State University

*Association for the Evaluation of Elementary Schools

*Association of Iowa College Presidents

Audiovisual Education Association of Iowa

*Bureau of Jewish Education

*College of Education, Drake University

College of Education, Iowa State University

College of Education, University of Iowa

*College of Education, University of Northern Iowa

Council for Basic Education

Democratic State Central Committee

*Department of Special Education (ISEA)

Fair Tax Association

*Home Economics Teachers Advisory Committee

Iowa Academy of Science

Iowa Adult Public and Continuing Adult Education Association

*Returned forms

Iowa Association for Childhood Education International

Iowa Association of Classroom Teachers

Iowa Association of College Admissions Counselors

*Iowa Association of County Superintendents

Iowa Association of Elementary School Principals

*Iowa Association for Health and Physical Education and Recreation

Iowa Association of Non-Public School Administrators

*Iowa Association of Private Colleges and Universities

Iowa Association for Retarded Children

Iowa Association of School Administrators

Iowa Association of School Boards

*Iowa Association of School Business Officials

Iowa Association of Secondary Principals

Iowa Association for Supervision and Curriculum Development

Iowa Association of Trade and Technical Instructors

*Iowa Business Education Association

Iowa Center for Research in School Administration

*Iowa Chapter of Rehabilitation (IRA)

*Iowa Civil Liberties Union

Iowa Civil Rights Commission

Iowa Congress of Parents and Teachers

Iowa Council of Area School Boards

Iowa Council of International Reading Association

*Iowa Council for School, College, and University Staffing

*Iowa Council for the Social Studies

Iowa Council of Teachers of Speech

*Returned forms

*Iowa Council of Teachers of English

Iowa Council of Teachers of Mathematics

Iowa Driver, Traffic and Safety Education Association

*Iowa Employment Security Commission

*Iowa Farm Bureau Association

Iowa Farmer's Union

Iowa Federation of Labor AFL-CIO

Iowa Foreign Language Association

*Iowa Girls High School Athletic Union

Iowa Good Roads Association

Iowa High School Athletic Association

Iowa Home Economics Association

Iowa Industrial Education Association

Iowa Manufacturers Association

*Iowa Music Educators Association

Iowa Office Education Teachers Association

*Iowa Personnel and Guidance Association

Iowa Psychological Association

*Iowa Pupil Transportation Association

Iowa Retail Federation

Iowa School Counselor's Association

Iowa School Food Service Association

*Iowa School Library Media Association

*Iowa Science Teachers

*Iowa Speech and Hearing Association

Iowa State Bar Association

*Returned forms

Iowa State Commission for the Blind

*Iowa State Education Association

Iowa State University Extension Association

Iowa Taxpayers Association

*Iowa Vocational Agriculture Teachers Association

Iowa Vocational Association

*ISEA School Nurse

*League of Women Voters

*Midwest Council of Educational Facility Planners

Midwest Philosophy of Education Society

N.A.A.C.P.

*North Central Accrediting Association

*Office of Economic Opportunity

*Oregon Small Schools Project

*Planned Parenthood

*Rural Education Department

Republican State Central Committee

*School Facilities Planning Unit

*State Council for Exceptional Children

*State Sponsors of FTA

*Returned forms

APPENDIX IV

Sources of Items

Sources of Items

Application for Title V grant, Iowa Department of Public Instruction, Fiscal Year 1971.

Budget requests submitted to Earl Miller, Iowa Department of Public Instruction for Fiscal Year 1973.

California State Department of Education, "Personnel Administration in State Education Agencies in the Years Ahead," ED 025 035, 1968.

Campbell, Ronald F., Gerald E. Stroufe, Donald H. Layton, editors, Strengthening State Departments of Education. Interstate Printers and Publishers, 1967.

Emerging State Responsibilities for Education. Project Office: Improving State Leadership in Education, Denver, Colorado, 1970.

Henderson, George R., "Selected Group Consensus on the Role of the State Math Consultant," Wisconsin Department of Public Instruction, mimeo.

Interview with State Representative Keith Dunton, March 23, 1972.

Interview with State Representative Joan Lipsky, March 23, 1972.

Interview with State Senator Charlene Conklin, March 21, 1972.

Interview with State Senator Wilson Davis, March 23, 1972.

Johnson, Robert E., Study of the Role of the Mississippi State Department of Education in Selected Areas of Activity. Unpublished Ed.D. dissertation, University of Mississippi, 1971.

Letters sent to 106 special interest groups concerned with education.

Londergan, Susan, "Establishing an Educational Planning Unit for the Delaware Department of Public Instruction," ED 042 235, 1969.

Memorandum sent to all professional DPI staff, March 9, 1972.

Osborn, Wayland, Research and Development Memorandum, Iowa Department of Public Instruction, undated.

Perry, Elbert P., The Role of the State Department of Education in Selected Areas of Activity. Unpublished Ed.D. dissertation, University of Mississippi, 1971.

Phillips, Wayne A., The Perceptions and Preferences of Superintendents and State Department of Education Personnel Toward the Services of the Idaho State Department of Education. Unpublished Ed.D. dissertation, University of Idaho, 1971.

Williams, Billie Ray, The Curriculum Specialists of the Utah State Department of Education: Role Perception by Alter Groups. Unpublished Ph.D. dissertation, University of Utah, 1969.

APPENDIX V

The Problems of Classifying DPI Activities

The Problems of Classifying DPI Activities

The classification scheme originally tried was the one developed by Friedman (1971):

1. RESEARCH is performed and its products are digested and utilized, to indicate or identify directions for improvements in educational policies, priorities, standards, criteria, and actions.

2. INFORMATION AND STATISTICS are generated, assembled, and published, to describe and depict education and its characteristics, prospects, and problems, both statewide and in suitable detail by locale, hence to supply further bases for the agency's use in indicating or identifying directions for improvement.

3. DISTRIBUTION OF FINANCIAL AND MATERIAL RESOURCES is accomplished so that resources are distributed--to and within each educational entity--in amounts and in ways which advance the achievement of stipulated policies and priorities and which make it feasible for the desired conditions to be met within the statewide educational system.

4. ADVICE AND ASSISTANCE (professional and technical) are provided to the schools, school districts, and other entities, when and if needed, to improve instructional and other aspects of educational operations so that the stipulated conditions can be met statewide.

5. REGULATION AND LICENSING are performed to assure that qualitative and quantitative standards are met or exceeded.

6. SPECIAL OPERATIONS AND FACILITIES, in attention to matters of statewide concern that merit or require temporary or perennial state conduct, are satisfactorily maintained, whether by state education agency staff, directly under agency supervision, or otherwise,

7. INTERNAL MANAGEMENT of the state education agency is effectively performed, so that the board, the superintendent, and the staff do constitute a dependable instrument for state government to employ in pursuit of the fulfillment of government's constitutional obligations in matters of education.

Three individuals from the Planning, Research, and Evaluation Division attempted to sort the items independently. One individual classified all 640 items, but found that many items could be placed in more than one category. Two other individuals attempted to classify about 30 selected items and an informal reliability check was made. Since the three judges agreed

on classifications for only about one-third of the items, another classification scheme was sought.

Before attempting to reclassify the items, the writers attempted to eliminate duplicates. Items were sorted by the division or section of the DPI that would be most likely to be responsible for carrying out the suggested function. Items which appeared to be saying essentially the same thing were then combined or duplicates were eliminated. One hundred nineteen items were eliminated in this way.

A search of the literature revealed four other possible ways to classify items.

Riddel (1964) listed six leadership functions of state education agencies: (1) planning, (2) research, (3) advisory, (4) coordination, (5) public relations, and (6) in-service.

Golden (1971) reported nine specific statements officially defining the role of the State of Florida in education:

1. To establish statewide educational objectives.
2. To establish objectives which shall receive highest priority for given time periods.
3. To establish a sound program of financial support.
4. To provide efficient coordination and distribution of funds.
5. To establish minimum standards for achievement and quality controls.
6. To assist localities in evaluating results.
7. To develop a good information system on the facts and conditions of education.
8. To provide incentive to local school systems and institutions to go beyond minimum performance.
9. To make available to local school systems and institutions consultative services they cannot reasonably provide from their own resources.

Heimbuch (1967) studied leadership functions of state education agencies and defined leadership as an overt or covert act, the purpose of which is to influence. SEA may exercise leadership by: 1) persuasion, 2) legitimate authority, 3) manipulation, and 4) coercion.

Campbell and others (1967), studying ways to strengthen state education agencies, reported that activities could be organized under five rubrics:

(1) operational activities,

(2) regulatory activities,

(3) service activities,

(4) developmental activities, and

(5) public support and cooperative activities.

After considering the above classification schemes, a new approach was tried. A two-way classification scheme was developed. Items were classified according to a modified list of Friedman's categories (see above) and a further classification suggested by the nature of the item.

The following matrix of items was developed.

	Philosophy	Program Development	Instructional Improvement	Direct Services to Learners & LEA's	School Personnel Training	Administrative Services
1. Research						
2. Information						
3. Distribution of State Finances						
4. Regulation						
5. Internal Management						
6. Comprehensive Planning						
7. Advice and Assistance						
8. Special Projects						

A problem developed when some items were logically categorized by two descriptors from the same axis rather than one from each axis. For example, an item relating to a philosophy of program development could not logically be classified under this scheme.

The matrix was modified to have all descriptors on each axis and any descriptor could provide a logical intersection with any other descriptor. Because of the large number of items in the advice and assistance category, that category was divided into advice and assistance and innovation and development. The category for special projects was eventually eliminated because of the legally defined mission of the Iowa DPI and because the few items which came under this category could be assigned to another pair of descriptors.

Listed below are the fifteen descriptors and the working definition of each:

1) philosophy - a way to be, a description of how to operate rather than a specific task or function.

2) program development - the maintenance or improvement of curricular guidance, or other programs not defined as administrative functions.

3) instructional improvement - refers to the teaching-learning process and how it can be made more effective and efficient.

4) direct services to learners and LEA's - operations performed by the DPI for students or individual teachers or a local agency.

5) school personnel training - pre-service or in-service education for nonprofessional, paraprofessional and professional educators.

6) public information and relations - opinions or supporting information about education to persons or groups outside the DPI.

7) administrative services - functions and activities regularly performed by or under the direct supervision of local administrators. Includes budgeting, finance, school food services, bus transportation, etc.

8) research - experimental procedures designed to produce knowledge.

9) information - factual data or procedures.

10) distribution of resources - includes money and commodities from state, federal or other sources.

11) regulation - control of operations, curricula, or procedures by prescription or law.

12) internal management - refers to the recruitment, assignment, functioning and organization of DPI personnel.

13) comprehensive planning - providing alternative courses of action, updating information and carrying out evaluation procedures.

14) advice and assistance - provide recommendations and aid.

15) innovation and development - the creation of new products and/or processes to solve educational problems.

Cards were sorted into cells below the diagonal of a 15x15 matrix. Because of the relatively few items concerned with functions other than K-14 education, it was decided to delete items not concerned with Iowa education, kindergarten through area schools. A few other items were eliminated because they suggested functions clearly outside the realm of the DPI or because they were so unclear that the judges were uncertain as to what the writer meant. A total of 468 items were classified in the matrix as follows:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Philosophy	X														
2. Program Development	6	X													
3. Instructional Improvement	3	2	X												
4. Direct Services to Learners & LEA's	1	1	1	X											
5. School Personnel Training				13	X										
6. Public Information and Relations	11	2				X									
7. Administrative Services					1		X								
8. Research		4	1	2	1	1	4	X							
9. Information	4	7	2	2	1	15	18	1	X						
10. Distribution of Resources	3	5	1		2	1	1	1	1	X					
11. Regulatory	16	10	4		9	2	9		9	7	X				
12. Internal Management	18					3			1	1	4	X			
13. Comprehensive Planning	24	17	3	5	4	3	9	1	10	7	8	6	X		
14. Advice & Assistance	11	29	5	2	7	6	16	1		2	12		14	X	
15. Innovation and Development	4	6	4	1	6	3	1	3	4	6	2	2	6	6	X

The total number of items related to each function is listed below:

1.	Philosophy	101
2.	Program Development	89
3.	Instructional Improvement	26
4.	Direct Services to Learners & LEA's	28
5.	School Personnel Training	44
6.	Public Information and Relations	47
7.	Administrative Services	59
8.	Research	20
9.	Information	75
10.	Distribution of Resources	38
11.	Regulatory	99
12.	Internal Management	35
13.	Comprehensive Planning	117
14.	Advice and Assistance	111
15.	Innovation and Development	54

Interpretation of the above information should be made in light of the way information was gathered. Although the review of literature and the examination of the budget requests gave all factions potentially equal input into the item domain, human bias remains a factor of unknown proportion; the writers may have unwittingly emphasized some areas and slighted others. The office memo and letter to interested groups present even greater bias. Although all professional staff and over one hundred interested groups had the opportunity to reply, the rate of return was below 50 percent for both efforts. Thus, the special interests of the groups which replied are weighted more heavily than the interests of groups represented only in the budget or literature search. One should also remember that these numbers reflect only the number of distinctly different functions which were selected. Thus, a

function suggested by only one person or group would be counted once and a function suggested by ten people or groups would also appear only once since duplicate suggestions have been eliminated.

Examination of the above matrix reveals how items were distributed among the suggested functions. A cluster representing twenty-four distinct functions was noted for philosophy of planning. Eighteen functions were noted for philosophy of regulation and sixteen for philosophy of internal management. Another large cluster consisting of twenty-nine separate functions appears in the area of advice and assistance in program development; eighteen separate functions were suggested in the area of information for administrative services; and sixteen functions were suggested in the area of advice and assistance in administrative services.

Comprehensive planning, which includes evaluation, was suggested in all areas but especially for program development. Overall, comprehensive planning (117 items) and advice and assistance (111 items) had the largest number of distinct functions suggested, followed by philosophical statements (101 items), regulatory functions (99 items), program development (89 items), and information (75 items). Only 20 separate functions were suggested for research, here defined as the generation of new knowledge, and 28 separate direct services to learners and LEA's were proposed.

Several refinements were tried in the classification scheme. An attempt was made to classify items in the full matrix. Thus, an item related to planning and advice and assistance might be classified as 13-14 (Comprehensive Planning for Advice and Assistance) or 14-13 (Advice and Assistance for Comprehensive Planning). Several cells were empty when all available items had been classified. It was decided that some cells would not logically contain items. For example, it would not make sense to list as a

DPI activity, Regulation of Philosophy. An attempt was made to write items for cells which might logically contain an item but for which none had been suggested. Upon review, these specially written items appeared contrived and were therefore eliminated.

The items were then returned to a one-way classification scheme with each item falling into one of the categories listed on pages six and seven. Categories number one, Philosophy, and number seven, Administrative Services, were eliminated because those items could logically be placed in another category in a one-way classification scheme.

APPENDIX VI

Cover Letter and Survey Instrument Sent to
Pretest Sample

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319

Iowa
a place to grow

ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT
David H. Bechtel, M. A., Administrative Assistant
RICHARD N. SMITH, Ph.D., DEPUTY SUPERINTENDENT

September 19, 1972

Dear Educator:

The Iowa Department of Public Instruction (the state government agency for education) is conducting a role perception study to determine which of its present and possible future activities are deemed important. You have been selected in the sample of Iowa educators to respond to items designed to describe attitudes and opinions concerning such activities.

The items listed on the enclosed questionnaire represent a broad range of attitudes and opinions about the Department of Public Instruction (DPI). Some items represent current DPI policy; others do not. By taking part in this research you will be providing the DPI with valuable information on how Iowa educators now perceive its operation and what they believe the DPI should undertake in the future. We are interested in your honest reaction to each of the items.

Individual responses to the questionnaire will be kept anonymous. The number on the instrument is for data processing and follow-up purposes only. Data will be reported in terms of group averages and group agreement rather than in terms of individual responses.

It usually takes about 30-40 minutes to answer all of the questions. Please return your completed questionnaire no later than September 29, 1972. A self-addressed, stamped envelope is provided for your convenience.

Thank you for your cooperation.

Sincerely,

Robert D. Benton

ROBERT D. BENTON, Ed. D.
State Superintendent of Public Instruction

RDB/plb

Enclosures

DEPARTMENT OF PUBLIC INSTRUCTION: ROLE PERCEPTION

DIRECTIONS:

On the following pages are a number of statements about the Department of Public Instruction (DPI). We are interested in your feelings or opinion about each statement.

After you have read each statement, please circle the "A" (agree) if you agree with the statement or the "D" (disagree) if you disagree with the statement. Once you have made this decision, please indicate how strongly you agree or disagree with the statements by circling one of the numbers which appears to the right of each statement. If you slightly agree (or disagree) with the statement, circle 1. If you very strongly agree (or disagree) with the statement, circle 5. For some statements, the numbers 2, 3, or 4 may better describe how strongly you agree or disagree with the statement. When this is the case, circle the appropriate number.

For example, consider the statement:

DPI activities are carried out in an efficient manner.

A D 1 2 3 4 5

Do you agree or disagree with this statement? Circle "A" or "D." How strongly do you agree (disagree) with this statement? Circle the appropriate number.

Please be sure to circle both a letter and a number after each statement, unless you are completely undecided whether you agree or disagree with the statement. In that case, circle both "A" and "D," but do not circle any of the numbers. This response indicates that you neither agree nor disagree with the statement.

These statements are in no way designed to be a test. There are no right or wrong answers to the statements. The answers which will be most helpful to this research project are the ones which best reflect your own feelings about each of the statements.

1. Most school people are aware of the kinds of services offered by the DPI.

A D 1 2 3 4 5

2. The information provided to educators by the DPI is current, comprehensive, and valid.

A D 1 2 3 4 5

1 = slight agreement or disagreement
5 = strong agreement or disagreement

3. The DPI tends to favor certain schools, giving them more help and special consideration.

A 1 2 3 4 5 D

4. The DPI does a poor job of informing the lay public of educational issues.

A 1 2 3 4 5 D

5. The DPI provides effective coordination among various educational institutions.

A 1 2 3 4 5 D

6. The DPI does a good job of recruiting new staff.

A 1 2 3 4 5 D

7. The DPI is a poor source of information about programs and innovations in local schools.

A 1 2 3 4 5 D

8. Generally speaking, the DPI does more good than harm.

A 1 2 3 4 5 D

9. DPI personnel making recommendations to local districts have poor understanding of conditions in those districts.

A 1 2 3 4 5 D

10. The DPI is too liberal in its politics.

A 1 2 3 4 5 D

11. It often seems that people in one section of the DPI don't know what other sections are doing.

A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

12. The DPI helps local schools take a careful, critical look at their programs.

A 1 2 3 4 5 D

13. The DPI gives valuable help in solving local problems.

A 1 2 3 4 5 D

14. The DPI has had little effect on the improvement of instruction.

A 1 2 3 4 5 D

15. The DPI does an effective job of encouraging local districts to exceed minimum standards.

A 1 2 3 4 5 D

16. Trying to get help from the DPI is often more trouble than it's worth.

A 1 2 3 4 5 D

17. Most DPI programs reflect areas of genuine concern to educators.

A 1 2 3 4 5 D

18. The DPI usually provides schools with alternative courses of action to achieve required goals.

A 1 2 3 4 5 D

19. The DPI does an ineffective job of responding to requests of educators.

A 1 2 3 4 5 D

20. The DPI gives too little service to local schools.

A 1 2 3 4 5 D

21. Most of the activities of the DPI could be eliminated at no loss to education.

A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

22. The DPI does an effective job of promoting state legislation beneficial to education.

23. The DPI staff spends too little of its time working with people in local schools.

24. The DPI operates on the basis of a clearly defined set of priorities.

25. One always knows what information and reports the DPI requires and when they are due.

26. The DPI is doing a poor job of making sure that minimum standards are being met in all schools.

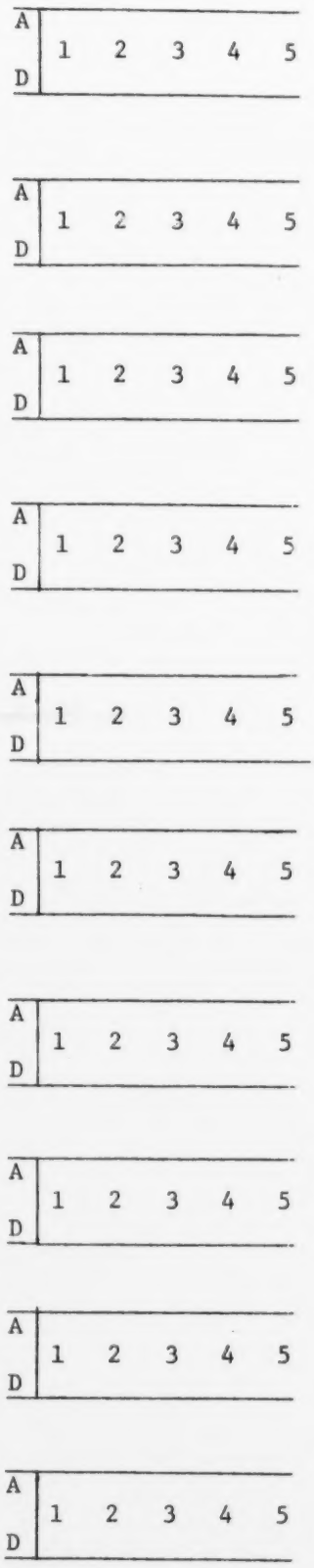
27. DPI employees are well qualified for their particular jobs.

28. The activities of the DPI reflect careful attention to systematic planning.

29. Guidelines set forth by the DPI are unnecessarily rigid.

30. Many DPI policies reflect outdated thinking.

31. The DPI responds quickly to requests for assistance.



1 = slight agreement or disagreement
5 = strong agreement or disagreement

32. The DPI makes wise use of talent from local district personnel.

33. The DPI is more concerned with regulating schools that with providing leadership.

34. Group presentations made by DPI staff members generally provide useful information.

35. There is too much duplication in the information requested by various DPI departments.

36. Many of the DPI publications could be eliminated.

37. The DPI is too conservative to keep up with changes in education.

38. In seeking solutions to educational problems, most educators naturally turn to the DPI.

39. There is very little follow up by the DPI of recommendations they make to local schools.

40. The DPI does very little to help the classroom teacher.

41. DPI staff are poorly informed about current issues and developments in education.

	A	1	2	3	4	5	D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

42. DPI staff speak out about controversial issues regardless of future consequences.

A					
	1	2	3	4	5
D					

DIRECTIONS:

On the following pages are a number of activities that various persons or groups have suggested that the Department of Public Instruction (DPI) should do. Some of these activities the DPI is now doing; some the DPI has considered or is considering; while others are activities which have never been formally considered by the DPI.

LEFT HAND SCALE INSTRUCTIONS:

To the left of each statement is a scale to indicate how important you believe it is for the DPI to perform the activity. After you read each statement, please circle "A" (agree) if you agree that the activity is important for the DPI to perform, or the "D" (disagree) if you believe this is NOT an important activity for the DPI to perform. Indicate how strongly you agree (or disagree) by circling a number at the right of the letters. Number 1 represents slight agreement (or disagreement). Number 5 indicates a strong agreement (or disagreement).

RIGHT HAND SCALE INSTRUCTIONS:

To the right of each statement is a scale to indicate whether or not you believe the DPI is now actively involved in the area mentioned. Circle "A" if you believe the DPI is actively involved in the area mentioned by the item and circle "D" if you believe this is NOT the case. Indicate how strongly you agree (or disagree) by circling a number at the right of the letters. Number 1 represents slight agreement (or disagreement). Number 5 indicates a strong agreement (or disagreement).

PLEASE BE SURE TO CIRCLE BOTH A LETTER AND A NUMBER ON THE SCALE TO THE LEFT AND ON THE SCALE TO THE RIGHT OF EACH ITEM. IF YOU ARE COMPLETELY UNDECIDED ABOUT WHETHER YOU AGREE OR DISAGREE WITH THE STATEMENT, CIRCLE BOTH "A" AND "D" FOR THAT SCALE BUT DO NOT CIRCLE ANY OF THE NUMBERS IN THAT SCALE.

Remember to respond to both scales for each item.

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	Plan offerings in area schools to minimize duplication and over-expansion of certain programs.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Coordinate the development of competency based pre-service and in-service teacher preparation programs.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	Establish criteria for the evaluation of educational materials on the market.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Coordinate annual teacher conferences in subject matter areas.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Operate temporarily local school districts having problems that are not being resolved locally.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Exchange DPI personnel with personnel from local school districts on a short-term basis.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Assign DPI personnel to local school areas to work closely with systems in that area.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Provide direct reference services to local school personnel.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Provide services specifically designed to assist small schools.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Provide research assistance to local school districts.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	Provide proposal writing assistance to local school districts.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Develop demonstration programs in planning and evaluation.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Provide training for local school personnel in the use of comprehensive planning, evaluation techniques, and research methods.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Conduct meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Assist local school systems to evaluate and report the progress of their students to the community.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Publish DPI position papers on current educational issues.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Report relevant research in terms understandable to those working in local schools.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	Encourage research at the graduate institutions on problems identified by the Department.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Provide assistance to superintendents when they encounter difficulties in managing their districts.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Maintain a research program to continuously evaluate the educational needs in Iowa.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Carry out an in-depth study of building replacements and the construction of new facilities.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Define, plan, and implement a data base of information concerning educational programs, staff, facilities, finance, and pupils in grades K-14.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Cooperate with education groups to increase the appropriations for education.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Conduct a statewide testing program as a basis to provide information for decision making.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	The DPI should recommend alternative state finance models for consideration by the legislature.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Establish special certification for personnel with specialized knowledge who do not have teaching or administrative credentials.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Develop and implement criteria for classification of schools at level beyond mere approval.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Turn the role of school approval over to a private accrediting agency.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Implement a state-controlled curriculum for the public schools.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Define acceptable practices on the part of school boards with respect to hiring and firing.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Coordinate teacher education programs to eliminate unnecessary duplications.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	Establish a uniform dress code for the schools of Iowa.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Supervise the instruction given at non-public schools, K-junior college.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Develop a contractual plan whereby the DPI and each local district agree on district-wide accomplishments to be audited annually.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Study and evaluate the need for special service personnel.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Utilize advisory committees to evaluate DPI activities.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Develop and implement program for lay public on evaluating local school educational programs.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Assist institutions of higher education in revising their programs of pre-service and graduate education to meet emerging needs.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Bring personnel from school districts with similar problems together to work on solutions.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	Involve educators, citizens, and students in the formulation of goals for education in Iowa.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Determine annually the areas of critical manpower shortages.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Provide assistance to local schools in conducting needs assessments.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Work with local schools, area schools and county systems to develop recommendations for an intermediate educational unit.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Assist local school districts in developing meaningful goals and translating the goals into measurable terms.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Make consultant-type evaluation visits to all schools on regular basis rather than by invitation.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Highlight weaknesses in local school districts as a requisite to improving education in Iowa.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	Provide direct planning services to county and local school districts to obtain additional funding from federal and private sources.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Focus evaluation of schools upon performance of students rather than on the number of library books and other input measures.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Assist area schools in establishing programs to meet the manpower needs of the local community.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Develop teacher cadres for in-service on a geographical basis.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Foster a series of demonstration schools in the state.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	Conduct research to generate knowledge for the development of innovative educational procedures.	A 1 2 3 4 5 D

APPENDIX VII

Pretest Sample Components

PRETEST

	6 Rate	Size 6-7 Number	6 Rate	Size 1-5 Number
I. Randomly select districts (Randomly select at rate within district)				
1. Public School personnel				
a.) Administrators	2	12	1	6
b.) Teachers - elementary	4	24	4	24
c.) Teachers - secondary	8	48	8	48
d.) Service professionals	2	12	1	6
e.) School board	1	6	1	6
Total		102		90
II. Randomly select				
2. Area School personnel				
a.) Administrators		5		
b.) Instructional staff		15		
c.) Board members		5		
3. Non-Public		15		
4. Intermediate Unit personnel				
a.) Administrators		10		
b.) Board members		5		
5. DPI professional staff		--		
6. Teacher education personnel		15		
Total		70		
Grand Total		262		
60% Return		157		
70% Return		183		
80% Return		210		

APPENDIX VIII

Cover Letter and Survey Instrument Sent to Final Sample Components in the Study

STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION
GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319

Iowa
a place to grow

ROBERT D. BENTON, Ed.D., STATE SUPERINTENDENT
David H. Bechtel, M. A., Administrative Assistant
RICHARD N. SMITH, Ph.D., DEPUTY SUPERINTENDENT

April 2, 1973

Dear Educator:

The Iowa Department of Public Instruction is conducting a role perception study to determine which of its present and possible future activities are deemed important. You have been selected in the sample of Iowa educators to respond to items designed to describe attitudes and opinions concerning such activities.

The items listed on the enclosed questionnaire represent a broad range of attitudes and opinions about the Department of Public Instruction (DPI). Some items represent current DPI policy; others do not. By taking part in this research you will be providing the DPI with valuable information on how Iowa educators now perceive its operation and what they believe the DPI should undertake in the future. We are interested in your honest reaction to each of the items.

Individual responses to the questionnaire will be kept anonymous. Data will be reported in terms of group averages and group agreement rather than in terms of individual responses.

I know you are busy but would appreciate the time you take to complete this survey. Please return your completed questionnaire no later than April 23, 1973. A self-addressed, stamped envelope is provided for your convenience.

Thank you for your cooperation.

Sincerely,

Robert D. Benton

ROBERT D. BENTON, Ed. D.
State Superintendent of Public Instruction

RDB/plb

Enclosure

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Planning, Research & Evaluation Division
Grimes State Office Building
Des Moines, Iowa 50319

ROLE PERCEPTION

DIRECTIONS:

On the following pages are a number of statements about the Department of Public Instruction (DPI). We are interested in your feelings or opinion about each statement.

After you have read each statement, please circle the "A" (agree) if you agree with the statement or the "D" (disagree) if you disagree with the statement. Once you have made this decision, please indicate how strongly you agree or disagree with the statements by circling one of the numbers which appears to the right of each statement. If you slightly agree (or disagree) with the statement, circle 1. If you very strongly agree (or disagree) with the statement, circle 5. For some statements, the numbers 2, 3, or 4 may better describe how strongly you agree or disagree with the statement. When this is the case, circle the appropriate number.

For example, consider the statement:

DPI activities are carried out in an efficient manner. A D 1 2 3 4 5

Do you agree or disagree with this statement? Circle "A" or "D." How strongly do you agree (disagree) with this statement? Circle the appropriate number.

PLEASE RESPOND TO EACH ITEM.
Be sure to circle both a letter and a number after each statement, unless you are completely undecided whether you agree or disagree with the statement. In that case, circle both "A" and "D," but do not circle any of the numbers. This response indicates that you neither agree nor disagree with the statement.

These statements are in no way designed to be a test. There are no right or wrong answers to the statements. The answers which will be most helpful to this research project are the ones which best reflect your own feelings about each of the statements.

1. The DPI is a poor source of information about programs and innovations in local schools. A D 1 2 3 4 5

2. The information provided to educators by the DPI is current, comprehensive, and valid. A D 1 2 3 4 5

1 = slight agreement or disagreement
5 = strong agreement or disagreement

3. The DPI tends to favor certain schools, giving them more help and special consideration.

A 1 2 3 4 5 D

4. The DPI does a poor job of informing the lay public of educational issues.

A 1 2 3 4 5 D

5. The DPI provides effective coordination among various educational institutions.

A 1 2 3 4 5 D

6. The DPI does a good job of recruiting new staff.

A 1 2 3 4 5 D

7. DPI staff speak out about controversial issues regardless of future consequences.

A 1 2 3 4 5 D

8. Generally speaking, the DPI does more good than harm.

A 1 2 3 4 5 D

9. DPI personnel making recommendations to local districts have poor understanding of conditions in those districts.

A 1 2 3 4 5 D

10. The DPI is too liberal in its politics.

A 1 2 3 4 5 D

11. It often seems that people in one section of the DPI don't know what other sections are doing.

A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

		A/D	1	2	3	4	5
12.	The DPI helps local schools take a careful, critical look at their programs.						
13.	The DPI gives valuable help in solving local problems.						
14.	The DPI has had little effect on the improvement of instruction.						
15.	The DPI does an effective job of encouraging local districts to exceed minimum standards.						
16.	Trying to get help from the DPI is often more trouble than it's worth.						
17.	Most DPI programs reflect areas of genuine concern to educators.						
18.	The DPI usually provides schools with alternative courses of action to achieve required goals.						
19.	The DPI does an ineffective job of responding to requests of educators.						
20.	The DPI gives too little service to local schools.						
21.	Most of the activities of the DPI could be eliminated at no loss to education.						

1 = slight agreement or disagreement
5 = strong agreement or disagreement

22.	The DPI does an effective job of promoting state legislation beneficial to education.	A 1 2 3 4 5 D
23.	The DPI staff spends too little of its time working with people in local schools.	A 1 2 3 4 5 D
24.	The DPI operates on the basis of a clearly defined set of priorities.	A 1 2 3 4 5 D
25.	One always knows what information and reports the DPI requires and when they are due.	A 1 2 3 4 5 D
26.	The DPI is doing a poor job of making sure that minimum standards are being met in all schools.	A 1 2 3 4 5 D
27.	DPI employees are well qualified for their particular jobs.	A 1 2 3 4 5 D
28.	The activities of the DPI reflect careful attention to systematic planning.	A 1 2 3 4 5 D
29.	Guidelines set forth by the DPI are unnecessarily rigid.	A 1 2 3 4 5 D
30.	Many DPI policies reflect outdated thinking.	A 1 2 3 4 5 D
31.	The DPI responds quickly to requests for assistance.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

		A/D	1	2	3	4	5
32.	The DPI makes wise use of talent from local district personnel.						
33.	The DPI is more concerned with regulating schools that with providing leadership.						
34.	Group presentations made by DPI staff members generally provide useful information.						
35.	There is too much duplication in the information requested by various DPI departments.						
36.	Many of the DPI publications could be eliminated.						
37.	The DPI is too conservative to keep up with changes in education.						
38.	In seeking solutions to educational problems, most educators naturally turn to the DPI.						
39.	There is very little follow up by the DPI of recommendations they make to local schools.						
40.	The DPI does very little to help the classroom teacher.						
41.	DPI staff are poorly informed about current issues and developments in education.						

1 = slight agreement or disagreement
5 = strong agreement or disagreement

42. Most school people are aware of the kinds of services offered by the DPI.

A					
	1	2	3	4	5
D					

DIRECTIONS:

On the following pages are a number of activities that various persons or groups have suggested that the Department of Public Instruction (DPI) should do. Some of these activities the DPI is now doing; some the DPI has considered or is considering; while others are activities which have never been formally considered by the DPI.

LEFT HAND SCALE INSTRUCTIONS:

To the left of each statement is a scale to indicate how important you believe it is for the DPI to perform the activity. After you read each statement, please circle "A" (agree) if you agree that the activity is important for the DPI to perform, or the "D" (disagree) if you believe this is NOT an important activity for the DPI to perform. Indicate how strongly you agree (or disagree) by circling a number at the right of the letters. Number 1 represents slight agreement (or disagreement). Number 5 indicates a strong agreement (or disagreement).

RIGHT HAND SCALE INSTRUCTIONS:

After you have responded to the left hand scale for each item, return to the first item and respond to the right hand scale as follows. To the right of each statement is a scale to indicate whether or not you believe the DPI is now actively involved in the area mentioned. Circle "A" if you believe the DPI is actively involved in the area mentioned by the item and circle "D" if you believe this is NOT the case. Indicate how strongly you agree (or disagree) by circling a number at the right of the letters. Number 1 represents slight agreement (or disagreement). Number 5 indicates a strong agreement (or disagreement).

PLEASE BE SURE TO CIRCLE BOTH A LETTER AND A NUMBER ON THE SCALE TO THE LEFT AND ON THE SCALE TO THE RIGHT OF EACH ITEM. IF YOU ARE COMPLETELY UNDECIDED ABOUT WHETHER YOU AGREE OR DISAGREE WITH THE STATEMENT, CIRCLE BOTH "A" AND "D" FOR THAT SCALE BUT DO NOT CIRCLE ANY OF THE NUMBERS IN THAT SCALE.

Remember to respond to both scales for each item; do all of the left hand scales first and then all of the right hand scales.

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A D 1 2 3 4 5	43. Plan offerings in area schools to minimize duplication and over-expansion of certain programs.	A D 1 2 3 4 5
A D 1 2 3 4 5	44. Coordinate the development of competency based pre-service and in-service teacher preparation programs.	A D 1 2 3 4 5

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	45. Establish criteria for the evaluation of educational materials on the market.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	46. Coordinate annual teacher conferences in subject matter areas.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	47. Operate temporarily local school districts having problems that are not being resolved locally.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	48. Exchange DPI personnel with personnel from local school districts on a short-term basis.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	49. Assign DPI personnel to local school areas to work closely with systems in that area.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	50. Provide direct reference services to local school personnel.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	51. Provide services specifically designed to assist small schools.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	52. Provide research assistance to local school districts.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	53. Provide proposal writing assistance to local school districts.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	54. Develop demonstration programs in planning and evaluation.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	55. Provide training for local school personnel in the use of comprehensive planning, evaluation techniques, and research methods.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	56. Conduct meetings at locations throughout the state for school personnel and local citizens to interpret recent educational legislation.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	57. Assist local school systems to evaluate and report the progress of their students to the community.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	58. Publish DPI position papers on current educational issues.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	59. Report relevant research in terms understandable to those working in local schools.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	60. Encourage research at the graduate institutions on problems identified by the Department.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	61. Provide assistance to superintendents when they encounter difficulties in managing their districts.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	62. Maintain a research program to continuously evaluate the educational needs in Iowa.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	63. Carry out an in-depth study of building replacements and the construction of new facilities.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	64. Define, plan, and implement a data base of information concerning educational programs, staff, facilities, finance, and pupils in grades K-14.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	65. Cooperate with education groups to increase the appropriations for education.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	66. Conduct a statewide testing program as a basis to provide information for decision making.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	67. The DPI should recommend alternative state finance models for consideration by the legislature.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	68. Establish special certification for personnel with specialized knowledge who do not have teaching or administrative credentials.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	69. Develop and implement criteria for classification of schools at level beyond mere approval.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	70. Turn the role of school approval over to a private accrediting agency.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	71. Implement a state-controlled curriculum for the public schools.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	72. Define acceptable practices on the part of school boards with respect to hiring and firing.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	73. Coordinate teacher education programs to eliminate unnecessary duplications.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	74. Establish a uniform dress code for the schools of Iowa.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	75. Supervise the instruction given at non-public schools, K-junior college.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	76. Develop a contractual plan whereby the DPI and each local district agree on district-wide accomplishments to be audited annually.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	77. Study and evaluate the need for special service personnel.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	78. Utilize advisory committees to evaluate DPI activities.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	79. Develop and implement program for lay public on evaluating local school educational programs.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	80. Assist institutions of higher education in revising their programs of pre-service and graduate education to meet emerging needs.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	81. Bring personnel from school districts with similar problems together to work on solutions.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 I	82. Involve educators, citizens, and students in the formulation of goals for education in Iowa.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	83. Determine annually the areas of critical manpower shortages.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	84. Provide assistance to local schools in conducting needs assessments.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	85. Work with local schools, area schools and county systems to develop recommendations for an intermediate educational unit.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	86. Assist local school districts in developing meaningful goals and translating the goals into measurable terms.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	87. Make consultant-type evaluation visits to all schools on regular basis rather than by invitation.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	88. Highlight weaknesses in local school districts as a requisite to improving education in Iowa.	A 1 2 3 4 5 D

1 = slight agreement or disagreement
5 = strong agreement or disagreement

It is important for the DPI to perform this activity.		The DPI is now actively involved in this area.
A 1 2 3 4 5 D	89. Provide direct planning services to county and local school districts to obtain additional funding from federal and private sources.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	90. Focus evaluation of schools upon performance of students rather than on the number of library books and other input measures.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	91. Assist area schools in establishing programs to meet the manpower needs of the local community.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	92. Develop teacher cadres for in-service on a geographical basis.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	93. Foster a series of demonstration schools in the state.	A 1 2 3 4 5 D
A 1 2 3 4 5 D	94. Conduct research to generate knowledge for the development of innovative educational procedures.	A 1 2 3 4 5 D

APPENDIX IX

Activities in which Respondents' Perceptions of DPI Involvement were Congruent with their Desires for DPI Involvement

Table 16. Activities in which respondents' perceptions of DPI involvement were congruent with their desires for DPI involvement

Item	Left-Right Hand Scale Correlation	Mean Desired Response	Mean Perceived Response	Left-Right Hand Scale Paired t-Test
County Unit Respondents				
47. Operate temporarily local school districts having problems that are not being resolved locally.	.48**	5.56	4.83	1.45 N.S.
66. Conduct a statewide testing program as a basis to provide information for decision making.	.35**	6.75	6.08	1.33 N.S.
Area School Respondents				
47. Operate temporarily local school districts having problems that are not being resolved locally.	.38**	3.90	3.47	.51 N.S.
51. Provide services specifically designed to assist small schools.	.75**	9.30	8.27	1.92 N.S.
66. Conduct a statewide testing program as a basis to provide information for decision making	.62**	6.93	6.37	.75 N.S.
88. Highlight weaknesses in local school districts as a requisite to improving education in Iowa.	.35**	9.57	8.00	1.96 N.S.

*$p \leq .05$
**$p \leq .01$

APPENDIX X

Items with Greatest Response Correlation Between Desired and Perceived DPI Involvement

Table 19. Items with greatest response correlation between desired and perceived DPI involvement

Item	Left-Right Hand Scale Correlation	Response Pattern Desired	Response Pattern Perceived
County Unit Responses			
47. Operate temporarily local school districts having problems that are not being resolved locally.	.48**	Low	Low ≠
51. Provide services specifically designed to assist small schools.	.32**	High ⊨	Low
55. Provide training for local school personnel in the use of comprehensive planning, evaluation techniques, and research methods.	.32**	High	High
57. Assist local school systems to evaluate and report the progress of their students to the community.	.58**	High	Low
66. Conduct a statewide testing program as a basis to provide information for decision making.	.35**	Low	Low
71. Implement a state-controlled curriculum for the public schools.	.39**	Low	Low
75. Supervise the instruction given at non-public schools, K-junior college.	.43**	Low	Low
76. Develop a contractual plan whereby the DPI and each local district agree on district-wide accomplishments to be audited annually.	.43**	Low	Low
83. Determine annually the areas of critical manpower shortages.	.43**	High	Low
92. Develop teacher cadres for in-service on a geographical basis.	.46*	High	Low

⊨ High $\bar{x} > 8$
≠ Low $\bar{x} < 8$
*$p \leq .05$
**$p \leq .01$

Table 19 (cont.)

Item	Left-Right Hand Scale Correlation	Response Pattern Desired	Response Pattern Perceived
Area School Responses			
47. Operate temporarily local school districts having problems that are not being resolved locally.	.38*	Low	Low
51. Provide services specifically designed to assist small schools.	.75**	High	High
53. Provide proposal writing assistance to local school districts.	.38*	High	Low
57. Assist local school systems to evaluate and report the progress of their students to the community.	.49**	High	Low
62. Maintain a research program to continuously evaluate the educational needs in Iowa.	.33	High	High
64. Define, plan, and implement a data base of information concerning educational programs, staff, facilities, finance, and pupils in grades K-14.	.42*	High	High
66. Conduct a statewide testing program as a basis to provide information for decision making.	.62**	Low	Low
69. Develop and implement criteria for classification of schools at level beyond mere approval.	.59**	High	Low
70. Turn the role of school approval over to a private accrediting agency.	.66**	Low	Low
72. Define acceptable practices on the part of school boards with respect to hiring and firing.	.62**	High	Low
73. Coordinate teacher education programs to eliminate unnecessary duplications.	.48**	High	Low
74. Establish a uniform dress code for the schools of Iowa.	.45*	Low	Low

Table 19 (cont.)

Item	Left-Right Hand Scale Correlation	Response Pattern Desired	Response Pattern Perceived
76. Develop a contractual plan whereby the DPI and each local district agree on district-wide accomplishments to be audited annually.	.46**	High	Low
85. Work with local schools, area schools and county systems to develop recommendations for an intermediate educational unit.	.50**	High	High
88. Highlight weaknesses in local school districts as a requisite to improving education in Iowa.	.35*	High	High
89. Provide direct planning services to county and local school districts to obtain additional funding from federal and private sources.	.48**	High	Low
91. Assist area schools in establishing programs to meet the manpower needs of the local community.	.53**	High	High
93. Foster a series of demonstration schools in the state.	.72**	High	Low